

PERSONAL

A pleasant miscellany of things characterizes mid to late July for me. One is our graduation ceremony, when this year's crop of future teachers obtain their degree, and they and the university's academics parade around in clothing that would normally lead to arrest. Universities, like schools, are increasingly elderly institutions, but only a few of my colleagues have to be winched on to the platform, like my childhood memory of school governors at Speech Day. Afterwards we all celebrate with a glass or two of Phyllosan. Last year one student's mother had rather too much to drink in the post-degree festivities, and lurched round from professor to doctor asking if she might try on their "funny hat", before being shovelled deftly into the back seat of the car by her totally unembarrassed daughter. It was reassuring to see that the present generation of teachers was as capable of handling emergencies as previous ones.

At the other end of the scale I attended a different kind of ceremony that must have been repeated in many schools around the country, the retirement of an Exeter infant school head. Betty Bell's retirement party showed

all that is good in schools, as 300 children, their teachers and parents sang songs, gave presents and made speeches. A superb head, Betty is retiring early "to give a youngster a chance". One hopes they will be as good one day, and indeed as unselfish as that dedicated cohort currently retiring.

Another enjoyable experience has been the chance to work in a two-teacher village school where I have been trying out the BBC junior microelectronics programmes due to be broadcast for the first time next February. It is amazing to see children of 9 to 11 handling transistors, capacitors, resistors, diodes and the microchip itself as if they have been using them all their lives. Good village schools have produced a remarkable breed of teacher, versatile enough to handle a broad curriculum with children spread over three years.

Much less fun is the discovery that the university is again awash with foreign youth. It is not uncommonly realized that July brings a brisk trade in the export of junior Euro-psychopaths who are shipped to Britain in vast numbers under the pretext of learning English. The real reason is to give Europe a breather by moving its



Ted Wragg

vandalism to Britain for a few weeks. Three years ago the EEC psychopath mountain was housed in my own university for the summer, and the damage amounted to thousands of pounds.

Another possible explanation, however, is that it is a glorious act of revenge for the hooligans who follow the England football team round Europe. One of the most terrifying moments I can ever recall was on Salzburg Station a few years ago, when a horde of British 12-year-olds, all in grey caps, were released by their

teacher to stoke up with drinks and sweets before their train departed. About 30 foaming maniacs swooped along the platform uttering blood-curdling tribal yells, scattering the locals and forcing British travellers for the only time in our lives to pretend we were Italian.

It has never ceased to amaze me that there are teachers either devoted enough or sufficiently foolhardy to take pupils abroad after a hard year at school. It is the sort of activity to retire from at the earliest opportunity. I remember escorting hundreds of pupils to and from France with a few fellow masochists. The cross-channel ferry was like the Dunkirk evacuation, with the teachers keeping their spirits high by singing *The White Cliffs of Dover* and other sentimental songs.

We devised imaginary games with scores like 10 points for losing a pupil for a day, 50 points for a week and 100 points for anyone lost overboard. Stories were traded about hairy incidents. One party was taken safely around Europe, and, at the very moment when the train was steaming into the home station and the escorting teachers were congratulating themselves on a problem-free trip, one boy leaned out of the window to

show his friends where he lived and the carriage door swung slowly open, whereupon his teacher sacrificed a possible 100 points and hove him back.

One former colleague used to escort two groups per year, one a large crowd of 11-13 year olds to the Lake District at Easter, the second a dozen school leavers on a three-week tour of Europe in the summer. To our astonishment he always returned relaxed and fit and immediately booked the same events for the following year.

I could not resist asking him his secret. It was easy, he confided. On the Easter trip he always asked the bus driver to stop 10 miles short of the hotel and then made everyone walk up the hills for three hours. By about 9 pm everyone was fast asleep in bed with not a single pillow fight in sight.

In the summer he would spend the first evening at a small French village he knew well and instructed the school leavers under no circumstances to drink sweet wine. Needless to say all did, and he then chose the bumpiest side roads he could find for a long day's journey in the minibus. There followed a trouble and alcohol-free three week tour. Have a good summer.

ARISTIDES

An office for the caretakers

The Schools Council moves to new offices in Notting Hill Gate on Monday. It will occupy the floors under the new Examinations Council, and will be poised to be displaced by the new Curriculum Council when Sir Keith gets around to setting it up.

Several senior staff are about to bale out into new jobs. John Mann,

the Secretary, becomes Harrow's director of education in November. Ron Abbot, one of the four programme directors, is going to the new Bristol staff college, set up by the DES, and another, Roger Sturge, will become an LEA divisional inspector.

Leslie Kant, one of the education advisers on the exam side, is going to Norfolk as an English adviser. Two other exam people - Peter Dines, the Chief Examinations Officer, and Keith Weller, already at the Exam Council - though not yet with formal contracts.

All but the last two will be able safely to collect redundancy cheques before going on to their new jobs. But

to the annoyance of Schools Council staff - there is a possibility that jobs on the new councils will not be considered by the DES to be new employment - and those who get taken on will therefore miss out on redundancy payments.

Meanwhile the work of seeing through Schools Council programmes will continue, probably into 1985. There still seems to be considerable confusion about the future - not least in the DES. Recently a researcher wrote in, asking for the reasons for the wind-up of the Schools Council. The DES people sent him their letter over to the Schools Council, with a note asking: "Can you help?"

Exploding Acorn

There are reductions in the educational computing world: John Coll, one of the grand young men of computing in schools, is leaving Acorn Computers where he has been education manager since the company landed the BBC microcomputer contract.

Since then the Beeb has swept the school market, collaring some 75 per cent of government-sponsored orders, and Coll has had a large hand in maintaining educational credibility and goodwill for the company through a series of production snarl-ups and delays.

Coll got into the computer world as a teacher at Oundle School, where he and his pupils were doing whizzy things with computer-controlled gadgets long before most of us had heard of computing in school. He was a founder of MUSE (Microcomputer Users in Secondary Education) which has become a main switchboard for teachers interested in computing.

He was on the BBC panel that advised on the selection of a machine for their great computer literacy project, and since going to Acorn, has creditably tried to be a source of chaotic, high-tech, commercially cut-throat world where one-tenth of a company like Acorn never knows what the other highly sophisticated nine-tenths are doing.

At this week's MUSE conference Coll was tight-lipped about his reasons

for leaving: "I was not able to do what I wanted to do", and about where he was going. At least three big jobs that might suit him are currently going in the computing business: a senior curatorship in computing at the Science Museum, the job of Software Manager for the DES Microelectronics in Education Project, and Education Management at Acorn's main education, rivals Research Machines Ltd.

● Meanwhile there have been reshuffles at MEP. Bob Coates, who was the software person, had become deputy director in charge of curriculum development.

Apparently the project's first stage policy of letting a thousand flowers bloom is coming to an end, and they now think it is time to give a clearer direction to work with computers in schools.

History grill

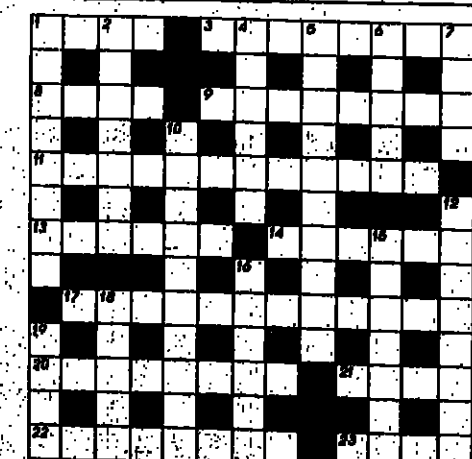
Aristides' Homework of the Year Award undoubtedly goes to Tracey, a pupil at a Cambridge comprehensive, and her mother, who sent the school the following letter.

"We 'cooked' it in an oven at gas No. 4 for five minutes and nothing happened so we turned the gas to No. 9 for 45 minutes and it browned nicely but not crinkly edges.

As someone recommended grilling it we then tried this method but instead of the edges crinkling up the paper just burnt darker.

We are willing to try with another piece of paper if possible."

No 111 CROSSWORD by Rufus



Down

- Any crest may indicate it (8)
- Admitted being deceived (5, 2)
- Nile 11m unusually punctual (2, 4)
- An impressario may do so without attention (12, 2, 3)
- What most men have to do in a quiet way (5)
- Enlightened times (4)
- Pushcart for an old scholar? (5, 5)
- Puritan club team (8)
- In new roles it makes no attempt to hurry (7)
- Second class made in Norfolk (6)
- School governor? (5)
- Give notice when the money has fermented (4)

Across

- Book some widely turns (8)
- Made up to appear calm (6)
- Feet all right in church (6)
- Solid achievements by artists (5)
- Not thinking of getting married (6)
- Payment received by lot (6)
- His bank account is often misleading (6)
- Interpretation which requires some building up (12)
- The bit of player's reward is a rise (5, 3)
- Home in the Home Office by the motor way (4)
- Press for a reduction? (6)
- Obvious spot: I stole away to (4)

Solution to puzzle 110

1. BURNING 2. LIES 3. NILE 4. SHOWMAN 5. SILENT 6. TIMES 7. CART 8. PURITAN 9. NEW 10. SECOND 11. NORFOLK 12. SCHOOL 13. NOTICE 14. MONEY 15. BANK 16. INTERPRETATION 17. BUILDING 18. REWARD 19. HOME 20. MOTOR 21. PRESS 22. REDUCTION 23. SPOT 24. STOLE

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Education officers reject 4.9 per cent pay offer

by Richard Garner

Negotiators representing 1,200 senior education officers, including CEOs, have rejected a pay offer from their employers which would have given them a fractionally smaller percentage pay increase than teachers.

The local authorities have offered a rise of about 4.9 per cent - compared with the 4.975 per cent pay deal accepted by teachers earlier this year.

Both sides have agreed that if behind-the-scenes moves at conciliation fail they will go to arbitration at the end of the month. Privately, they are not optimistic of a settlement before then.

The CEOs, their deputies and other senior officers, who negotiate alongside all chiefs and deputies in local government, have asked for a 13.5 per cent pay increase from July 1. Any settlement will be backdated to then.

For several years, they have been worried by the fact that some headteachers of medium or large-sized schools and polytechnic directors have been earning more than the CEOs.

And the problem has been exacerbated by pay deals in recent years. For example, last year teachers won a 6 per cent increase - while CEOs, in common with all local authority staff, received 5.7 per cent.

Mr John Barnes, secretary of the Association of Education Officers, the negotiating wing of the Society of Education Officers, has said that as a result of last year's settlement the number of local authorities where the CEO earned less than some of his subordinates had doubled from 20 to 40.

Chief officers' pay depends on the populations of authorities and currently ranges from about £11,300 in the smallest authorities to £26,400 in the largest.

The 4.9 per cent offer would give them increases ranging from about £10,300 a year (£533 a year) to £24,850 a year (£1,294 a year). If their claim was met, they would receive increases ranging from about £29,540 a year (£1,536 a year) to £68,540 a year (£3,564 a year).

RC diocese scraps schools body after critical report

by Bert Lodge

The chairman of Westminster Education Commission, the overseeing body for more than 200 Roman Catholic schools north of the Thames, has been replaced and the commission disbanded.

This follows a confidential report by independent investigators in which chief education officers of local authorities in the area allege inefficiency, procrastination and indifference on the part of the commission.

Less than a month after the report being presented to the Council of Diocesan Affairs, the supreme advisory body to the Archbishop, the council has announced it has accepted all its recommendations including the replacement of the commission by a new structure.

Chief executive during the transition period will be Mr Ralph Brown, a Vice General and the man responsible for organizing the Pope's visit to Britain last year. He replaces Bishop David Konstant, chairman of the commission since it was formed in 1976, to coordinate all the agencies of Catholic education in the diocese.

A spokesman for Bishop Konstant, who is on holiday, said on Wednesday that the bishop was one of the initiators of the inquiry. He complained last year to the Council of Diocesan Affairs that his other responsibility, that of area bishop for central London, made it impossible for him to fulfil both roles satisfactorily.

The report, at the end of a nine-month investigation by the Grubb Institute, specialists in management research, comes to the terse conclusion that the commission "cannot provide the education services and support which the pastoral needs of the diocese require... and therefore should be dissolved."

It is the commission's relations with local education authorities which

attract strongest criticism. Directors of education complained of difficulty in getting agreements about practical problems, for example reorganization, which would subsequently "stick."

In their experience, "The impression is conveyed in negotiations of 'considerable authority' yet on many occasions what had been expected is not delivered, either on time or in the anticipated form."

Local education officers also complain of repeated invitations to the commission to join in talks about new policies such as post-16 provision, needs of ethnic minorities and selection.

"Response from the diocese to these invitations has been non-existent according to those chief officers we have seen," says the report. In the view of the officers, the attitude of the diocese is "confirming the worst prejudices of some vocal anti-clericalist politicians, who can use this evidence to strengthen their influence in the formation of education policy to the probable disadvantage of the Church."

The Council for Diocesan Affairs is blamed for the "ambiguous relationships" between schools and the Westminster Religious Education Centre, the advisory body on RE.

"The state of the agency lack the support of a ruling from the CDA about what is required of Catholic schools at a time when as many as half the pupils come from non-practising Catholic homes and there is a substantial proportion of non-Catholic staff in the school."

Actual meetings of the education commission are described as confusing and frustrating. "Resolutions made at one meeting may be reversed at the next or lost in a bureaucratic process."



Hungering for Welsh... Fred Francis is among members of the Welsh Language Society who have started a week-long fast on the National Eisteddfod field at Llangefni, Gwynedd, as part of the campaign for an official body to oversee the country-wide teaching of the tongue in Wales. The fast is tolerated, but not welcomed by festival organisers who say it diverts attention away from the event's essential cultural and literary purpose.

Director row may go to Ombudsman

A row between Liverpool's director of education and the leader of the country's largest headteacher union was taken a stage further this week by threats to report the director's conduct to the Ombudsman.

A letter on Wednesday from Mr David Hart, general secretary of the National Association of Head Teachers, informed Mr Alfred Stocks, chief executive of the Liverpool metropolitan authority, that the refusal of Mr Kenneth Antcliffe, director of education, to answer letters from the union was grounds for a complaint of maladministration against the Liverpool authority.

Mr Hart, formerly a solicitor, specifically complained that the last five letters he had written to Mr Antcliffe had been ignored. All of them concerned the grievance procedure which the union decided to invoke following a failure to establish satisfactory terms for NAHT members moving to new schools next term as part of a reorganization of voluntary schools.

Mr Hart said this week that after considerable persistence on the part of the union most of their claims had been met, except that of paying the heads-designate the salary rate applicable to their new school from last January 1.

"I told Mr Antcliffe on May 25 that if there was no move from his authority on this matter within 10 days then we would have to invoke the grievance procedure."

That letter together with a further

four others asking for a copy of the procedure have remained unanswered, Mr Hart said.

"In my letter to Mr Stocks, the chief executive, I pointed out that in any normally-run education office one could have expected to have a date fixed for the grievance hearing by now. I added that my association has strong grounds for bringing a complaint of maladministration against the authority."

A spokesman for Mr Antcliffe said on Wednesday that he would be writing to Mr Hart.

● Education ministers were fully occupied with Liverpool's problems this week. Sir Keith Joseph, the Education Secretary, and Mr Bob Dunn, junior minister for schools, were meeting city leaders to discuss two devastating reports by Her Majesty's Inspectorate - last year's on Toxteth and this year's on the Liverpool Institute High School for Boys - and to ask what progress had been made on a secondary reorganisation scheme.

Mr Dunn also met representatives of parents occupying Harrington Primary School in Toxteth. The parents want the school, which was to close with DES approval at the end of term, to be given a 12-month reprieve. They have won the backing of the city's newly-elected Labour leaders, who will ask the Department to modify a closure plan put up by their Liberal predecessors.

Britons help Tamil refugees

by Philip Venning

British teachers in Sri Lanka are playing an important part in relief work for the thousands of Tamil refugees who have been gathering in camps in the capital, Colombo.

Voluntary Service Overseas, reports that its teachers in the country are safe,

but it is watching carefully in case evacuation becomes necessary.

The British Council reports that its English teachers and construction industry training advisers are also safe, though work has had to stop as schools are used as refugee camps.

Teachers in Colombo are helping out in two camps set up under the aegis of the Save the Children Fund which has turned its efforts to co-ordinating work in the hastily-formed camps. Their immediate priority is setting up basic sanitation and health care.

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I hereby consent to you battering the living daylight out of him!

Handwritten note: I hereby consent to you battering the living daylight out of him!

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Handwritten note: I hereby consent to you battering the living daylight out of him!

The DES hits a two-year low

Last week's consultative paper on corporal punishment in schools was quite the feeblest of Sir Keith Joseph's efforts in nearly two years as Secretary of State. It is obvious for all to see that the judgment of the European Court in the recent Scottish case will, sooner or later, have to be applied in England and Wales. The Scots have taken the logical step of deciding that corporal punishment had better be phased out. Grasping the nettle in this manner, they now have a difficult, but fairly straightforward, task on their hands jointly with the Scottish education authorities - to adjust school disciplinary practices to the banning of the fawse, and to build up the in-service training and support needed to carry this through. The Scots may do this well or they may fail to provide the back-up needed - and there are plenty of critics to point out that there is a lot to do - but at least the task is clear and the decision paves the way for positive action.

Alas, the same cannot be said for the DES paper. Rumour had it that Dr Rhodes Boyson was a stalwart opponent of doing anything which looked like backing down in the face of foreign prejudice. His strong right arm twitched indignantly at the thought of sparing the rod. But his experience as a head must have led him to ponder on the absurdity of the policy outlined in the consultative document, under which all parents would be required to register their consent or their objection to what the paper calls "bodily punishment". Schools would then be required to respect parental "philosophy" as so registered and adopt disciplinary methods which distinguished, as necessary, between the two classes of pupil, those whose persons were sacrosanct, and those who, in the gerundive sense, were meat to be beaten.

It is hardly surprising that this ludicrous suggestion has been treated with general derision. The consultative document seems to invite this: it devotes paragraphs to the elaborate record-keeping and form-filling which would be required to keep tabs on every pupil over the course of his school career. The potential for farce is brought out in paragraph 18, which discusses the arrangements which would have to be made for pupils whose parents changed their minds on corporal punishment.

"In practice," says the document sagely, "there would need to be some time-gap between the receipt of a parental declaration and the implementation of an exemption." This suggests a short open season during which a parent's previous assent can be "implemented" - that is, Jones can be caned - between the withdrawal of parental agreement and the beginning of a new closed season. Only the hot weather and the onset of the silly season could have induced Ministers to put up nonsense like this.

The civil servants who drafted the paper have, however, conscientiously provided its potential critics with all the ammunition they need by setting down three requirements for any practical policy. Such a policy should be:

- Easy to operate by I.e.a.s and schools;
- Readily understood by staff, parents and pupils; and
- Accessible to parents without undue difficulty.

If Sir Keith thinks the outline arrangements he has now put forward would be easy to operate, he must be even more remote and removed from reality than his least-sympathetic critics have supposed in the past. Nor could such a scheme be "readily understood", except in so far as its obvious impracticality would be immediately



A George Du Maurier print of the late nineteenth century

apparent. And if it were, in truth, "accessible to parents without undue difficulty", it would hardly be necessary to discuss at length the elaborate bureaucratic procedures required to operate it.

It is difficult to see this as anything more respectable than a piece of prevarication - a filibustering stage during which discussion will take place, ostensibly on this consultative document, but actually about something quite different: about the psychological changes required for the Government to accept the phasing out of caning without insupportable loss of face.

Why the Government has chosen to invest any of its authority in such an unsatisfactory proposal is hard to understand. But perhaps the Prime Minister takes a closer interest in the DES than the Scottish Office and Mrs Thatcher, as one

who has, in her time, voted for the restoration of judicial birching, is unlikely to feel well disposed towards those namby-pamby Europeans.

The problems attending any scheme based on parental consent are manifest and need to be faced. It would be quite unsatisfactory to have pupils in two different punishment categories side by side. The professional advice of law and other teachers is bound to be against such an arrangement, as must be the advice of the Inspectorate. The Scottish law officer who argued the case in Strasbourg expressly rejected it (page 3).

Among the difficulties which would be the temptation to dream up non-bodily punishments of unimaginable unpleasantness, order to persuade everyone to join the band. Presumably it doesn't matter much to the Europeans if Britain makes itself a laughing stock, but it ought to matter to us.

The only charitable interpretation to put on the consultative paper would be Machiavellian to see it as a deliberate attempt to force teachers and the I.e.a.s to take the matter out of the Government's hands, by doing the sensible thing for themselves without waiting for a central decision. Regarded as an exercise in centralist self-denial by the DES it is preposterous, but it may still succeed in forcing others to pull Sir Keith's chestnuts off the log.

This nonsense must not be allowed to distract attention from the real issues of motivation and discipline which have to be confronted in a changing world, and the forms of institutions and professional support which are needed to achieve a working environment which is to be ordered and congenial. The first thing to do is dump this futile effusion from Sir Keith and his colleagues, and look reality in the face.

COMMENT

Whitehall arrogance

There are no half measures about Mr Jenkin's White Paper on steps to clamp down on "overspending" by local authorities. Not content with a scheme for identifying the big spenders and placing an explicit ceiling on their legal right to raise a rate, the Government also intends to take reserve power which would enable them to fix everybody's rates and force all authorities to trim their budgets accordingly.

The "overspending" is mainly confined to about 20 per cent of authorities, 18 of which top up excess spending to the tune of £771m - three quarters of the billion by which the Government's plans are being exceeded. Of this, £300m is down to the Greater London Council (not an I.e.a.) and £100m to the Inner London Education Authority.

The monstrous reserve powers are what unite Labour and Conservative local authorities in vehement opposition. The Association of County Councils could, probably accept action against a baker's dozen of Labour-controlled boroughs and metropolitan districts with a reasonable degree of equanimity.

Handing over the legal power to intervene across the board and in detail to the government of the day is another matter. However, well disposed the majority of counties may now be to Mrs Thatcher, they do not believe she is infallible or inviolable.

As for the Association of Metropolitan Authorities, they are bound to be shrill in the defence of their more vulnerable members. Yet among the metropolitan authorities, too, a number have managed to live with the Government's targets, and there must be some, at any rate, who question the

wisdom of the deliberate defiance which has been offered by the more notorious big spenders.

The educational consequence can be stated simply. It must be bad. Those authorities directly affected by ceilings imposed after the 1985 will look to make cuts where they may and it is inconceivable that education could be exempt. London is the most obviously vulnerable area and the impact will be particularly severe if ILEA, under sentence of death, chooses to make no advance preparations for when the axe falls.

Mr Jenkin has also given a clear indication that the screw is being tightened for 1984-85, in advance of the operation of the new White Paper arrangements: this autumn's Rate Support Grant announcement will bring some bitter pills for authorities like Sheffield and Brent which vie with ILEA at the top of the spending league. Nobody can be happy that the big cuts will fall on the urban areas where unemployment and social disadvantage are at their worst.

The gap between the GREs - the estimates of necessary standard expenditure made on the basis of ostensibly objective criteria - and the targets based on arbitrary percentage additions or deductions from one year to the next, remains. No one from 1985-86 to be penalised for spending up to the GRE, but arbitrary targets will continue to be used as blunt instruments wielded by the Department of the Environment.

With a large Commons majority Mr Jenkin will have no difficulty in driving through a Bill even if the local authorities maintain a stout opposition - until, that is, the Bill reaches the House of Lords where resistance may be fierce. This is a bad, arrogant Bill and the Lords ought to attend to it. The Government may yet have to be dropped in order to secure the main

object of clobbering the gross overspenders.

The fact is that successive governments have tried repeatedly to make the local authorities toe the line and have introduced one financial device after another to this end. Education has been a consistent loser in the process - not only at the local end, but nationally because the impotence of the DES is, itself, a reflection of the unresolved questions which hover over the links between policy and finance.

The last attempt to take a full-scale look at the subject produced the Layfield Report, which offered the Government rational choices which were too difficult. There is no escaping the ultimate questions about where the various responsibilities should lie, and the difficulty of devising any single unitary formula for local government finance which meets the very different needs of all the different services. The eagerly awaited education support grants get at these issues from another angle but will not prove much less controversial.

Second opinion Scissors and paste

The *Daily Express* recently carried a story, under the byline of Sue Reid, which included the following:

"The report by Rosemary Stones, an expert on children's books, was commissioned by the government-backed Schools Council. It cites examples from children's books highlighting 'male violence against females'. One, *Dom and Va*, by John Christopher, says: 'Then in the moonlight he beat her... he did it more coldly than in anger. She must learn, as all women must, that a man was her master'."

When my attention was drawn to this I felt it best to seek out the original, which I thought might offer some extenuation omitted in the newspaper report. The "report" is called *Four out of the cocoa, Janet: sexism in children's books*, and the quoted extract appears under a sub-heading: "Is male violence against females depicted as 'natural' and 'normal'?"

The effect of this, obviously, is to present me as a proponent of male chauvinism backed by brute force.

The idea behind *Dom and Va* started with an extrapolation from a minor hypothesis in *Aldrey's African Genesis*. Having suggested that we, as a species, are descended from a tribe of "killer-apes", Aldrey further suggests the existence of a coeval, but more cultured tribe of sub-humans, which the killer-apes wiped out.

It occurred to me that, even if his hypothesis were correct, there was a probability that the two tribes would be capable of interbreeding, and that while males might well be slaughtered, so, too, would females (and subsequently their offspring) were likely to be assimilated into the conquering tribe.

On this basis I wrote a story in which

aggressive tribe meets a girl from the weaker but culturally more advanced one, rescues her from the holocaust which her people are destroyed, and takes her away with him. He attempts to beat her into submission because that is the pattern of behaviour in his tribe. But her strength of character is greater than his, and he becomes suppliant to her instead:

"The law of the tribe said: beat women so that they submit to the man who is their master. It had not been with Va - he had beaten her but in his heart she had still defied him. Was her master, after all? He did not know, but he knew what he wanted - not that she should fear him but that she should smile and sing as she had sung in the wood."

My suggestion, then, was that instead of being purely descended from killer apes we might have a more cultured, more "human" stock in our early ancestry. The girl represents the superior strain, and insofar as anything is adumbrated on the relationship between the sexes, the clear implication is that the female is superior in almost every respect. Ms Stones, though, has ripped a couple of sentences out of context to indict the book as propaganda for male aggression at its most violent and inexcusable level.

I am most grateful for the sympathetic and considerate treatment my writing has had generally from members of the educational professions. I don't think even the formidable combinations of Ms Stone and Ms Reid will greatly harm me. But less established writers might suffer badly.

I should be interested to learn what the Schools Council thinks of the scissors-and-paste critical method of their "expert on children's books". This method, which could, of course, easily be used to present Anna Sewall as an advocate of cruelty to horses, (To me, seems either dishonest or incompetent; and on either interpretation shamefully unprofessional.

John Christopher

'Parental choice' move is seen as a political sidestep, Biddy Passmore reports

Ministers hope I.e.a.s. will ban the cane

Education ministers are secretly hoping that local authorities will go ahead and ban the cane in their schools so that the Government will not be held responsible by its supporters for ending corporal punishment.

This was the explanation given by insiders this week for the Government's decision to allow parents to exempt their children from beating. The decision has been widely condemned as both impractical and unfair.

As Mr Peter Dawson, general secretary of the Professional Association of Teachers, put it: "It takes an extraordinary government decision to unite the National Union of Teachers, STOPP (the anti-caning pressure group) and PAT, but they have done it. It is unthinkable to have two different disciplinary structures operating in the same school."

The decision clearly signalled the end of corporal punishment in English schools, Mr Dawson added. That view was echoed by Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, which favours the retention of caning. "Parents will inevitably succumb to pressure from their children", he said.

And Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, which is opposed to corporal punishment, said the idea was "a non-starter" which would "create chaos in the classrooms... brand pupils... and encourage bullying".

"We can envisage the sale of 'I cannot be beaten' badges", he said. But these predictions were dismissed by Mr Robert Dunn, the junior minister responsible for schools. In a BBC interview, he denied that the Government's plans were a muddled response to last year's European Court ruling, which said that a parent's philosophical conviction against corporal punishment must be respected.

It would not be necessary for pupils to wear badges or sit on different sides of the classroom, Mr Dunn said. The pupil to be punished would be sent to the head, who would enter the offence in the school's punishment book and then check if the pupil was exempt from corporal punishment.

The Government's proposals were set out in a consultative document published at the end of last week. This makes it clear that ministers are not holding consultations on their basic decision to keep corporal punishment.

"Many parents (and indeed many teachers) in England and Wales favour the continuing availability of corporal punishment", it says firmly. "The strength of conviction with which this parental opinion is held has been an important factor in the Government's consideration and they do not propose to abolish corporal punishment in schools in England and Wales."

Equally firm is their rejection of the idea of giving all parents an unequalled right of access to a non-caning school. This would be expensive because of the need to provide additional schools, unpractical - particularly in rural areas - and administratively cumbersome because it would complicate

What they said

"It seems... that it would not be feasible to have a system in which children in the same class were differently treated in this respect according to the views of their parents because it must be a fairly fundamental practice of any reasonable system of discipline in a school, that it should be seen to be fair, and fairly across the children that are in the class, irrespective of their parents' position, religion or philosophy." (Extract from the submission on behalf of the British Government made by Lord Mackay, the Scottish Lord Advocate, at the hearing of the European Court of Human Rights in Strasbourg on September 23 1981)

"It could open up the flood-gates and bring chaos to schools throughout the country." (Comment by Dr Rhodes Boyson, then junior minister for schools, on the judgment of the European Court)

Meanwhile, the number of local authorities that have banned the cane grows slowly. Corporal punishment has already been abolished in 12 English authorities: Haringey, Waltham Forest, Brent, the ILEA, Derbyshire, Newham, Hounslow, Avon, Sheffield, Humberstone, Doncaster and Leicestershire.

They will be joined in September by Lancashire and Northamptonshire, (where the county has simply passed a resolution saying it "does not approve of corporal punishment" but says that will have the same effect as a ban).

In Scotland, Lothian and Strathclyde have already imposed a ban. Five follows suit next term and the rest on the issue in Manchester. This cast doubt on the right of most I.e.a.s to impose a ban over the heads of governing bodies. Corporal punishment fell under the heading of the "general direction of the conduct of the school" and was thus, according to schools' articles of government, a matter for the governing body, the judge said.

Some Labour authorities that were on the verge of imposing a ban, such as North Tyneside, have stopped short while they take legal advice.

Newcastle, on the basis of that advice, has decided to avoid trouble by changing its secondary schools' articles of government. It is now awaiting the approval of Sir Keith Joseph, the Education Secretary, to a change making the governors' freedom to conduct the school provisional on their doing so "in a way that is consistent with the education committee's policy".

It may have to wait a long time. A spokesman for Manchester education authority complained this week that Sir Keith has been mulling over a similar change to the articles of government of the city's secondary schools since last August.

● The use of corporal punishment is still a "common workplace occurrence" in British schools, according to a STOPP survey.

The survey, "Once Every 19 Seconds", this week published statistics compiled from the officially recorded instances of corporal punishment in 27 local education authorities.

The statistics show that 4.7 pupils out of every 100 pupils could expect to be caned in a year.

STOPP goes on to deduce that - if this average was borne out among the other education authorities and the instances of the use of corporal punishment in primary schools amounted to one child in 100 being caned in a year - this would mean there were 238,000-odd "beatings" carried out in schools every year.

However, the statistics include returns from five authorities which have now abolished corporal punishment - Inner London, Doncaster, Humberstone, Waltham Forest and Leicestershire. STOPP says 14 I.e.a.s have now abolished corporal punishment.

PAT seeks 'no-strike' pay deal for profession

by Richard Garner

A plan to extend the "no-strike" pay deal, advocated by the Government for nurses, to the teaching profession is to be put forward by the Professional Association of Teachers.

The PAT wants any teacher who agrees to give up the right to strike to be given a pay increase partly restoring salary levels to those set by the Houghton inquiry into teachers' pay in 1974 - and then guaranteeing inflation-linked salary increases in the future.

The 23,000-strong PAT already pledges never to go on strike.

However, it is certain not to receive the support of the teachers' panel of the Burnham committee, which negotiates teachers' pay and is dominated by the National Union of Teachers - although Mr Robert Dunn, junior Education Minister, has said that the Government is prepared to consider any such request from public service unions.

Mr Peter Dawson, general secretary of the PAT, said: "What we really need is another Houghton, but if there was a readiness on the part of the Government to give teachers salary rises which went some of the way to restoring their position this sort of deal could be accepted."

"Any teacher who was told, 'you're going to get a pay increase of 10 per cent next year' would consider it. If the Government is genuinely committed to the idea of encouraging the caring professions not to strike, then Mr Thatcher ought to find ways of taking the necessary steps to resource

such a deal. After all, she got all those troops and guns to the Falklands pretty quick - so if the political will is there, it wouldn't be by any means impossible to finance it."

He said he expected the PAT pay claim to be endorsed by the union's national council in the autumn.

Last week the Government announced the establishment of a special pay review body for nurses and other professional health service workers who agreed not to strike.

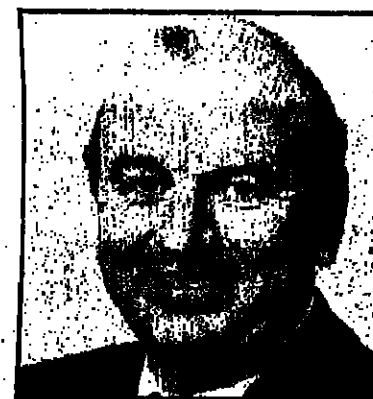
The PAT's chances of achieving such a pay formula are slim. Assuming the support of the teachers' panel, the claim would then have to be forwarded to the Government, which would have to introduce legislation to wind up the Burnham committee or amend its negotiating rules to allow the Government to put forward such a pay deal for teachers. ● The Government is to look at ways of "extending the success" of the controversial Assisted Places Scheme. Mr Robert Dunn, junior education minister, confirmed in his first address to a teachers' conference since taking office.

Mr Dunn, who was a parliamentary consultant to the PAT before becoming a minister, said the Government's aim was to "keep up the momentum" established by the Assisted Places Scheme and consider new ways of giving parents more choice in the education of their children.

He said that the Government was following the open enrolment experiment in Kent.

17-plus post for IBM chief

Mr Edwin Ronald Nixon, chairman and chief executive of IBM UK Ltd, is to be chairman of the new Joint Board for Pre-Vocational Education which is responsible for developing the 17-plus. Mr Nixon, who is 58, is chairman of the Manchester Business School and of the National Association of Gifted Children. He was awarded the CBE for services to exports in 1974. His appointment will run for three years from September.



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PLATFORM

A campaign for real work

"I don't work - I'm only a housewife."
 "They've taken my work and my life away. What's a man without his work?"
 "I love my work. It's more fun than play."
 "I can't wait for the weekend to get away from work."

Work is a four letter word. Two other four letter words shadow it closely - love and hate. People love it and they hate it. Sometimes we can't wait to get to work and at other times we are desperate for it to be at an end.

Historically, "work" has ranged from being highly undesirable to the ancient Greeks, an activity best carried out by slaves, to a process galvanized (or even Calvinized) with moral righteousness in the nineteenth century.

The particular problem that we are experiencing today reflects the age old tradition of equating "work" with "labour", in particular, manual labour, by definition hard, often dirty and to many consequently demeaning. This was then linked to a peculiarly modern idea deriving from the industrial era. The industrial revolution demanded that vast numbers of people should leave their homes to operate machines and the vast bureaucracies necessary to manage the production and distribution of the new wealth. The methods of production were voracious for human labour. For many years men, women and children were all "employed". (The concept of employment, interestingly, cannot be found in references before 1830). It became normal for people, and increasingly just men, to have jobs in the new system, so much so, that jobs came to be synonymous with work. In the industrial era the equation "work-job" was born.

It is not actually "wrong" to equate work with a job, but the consequences of the link are increasingly misleading and a source of distress for many people.

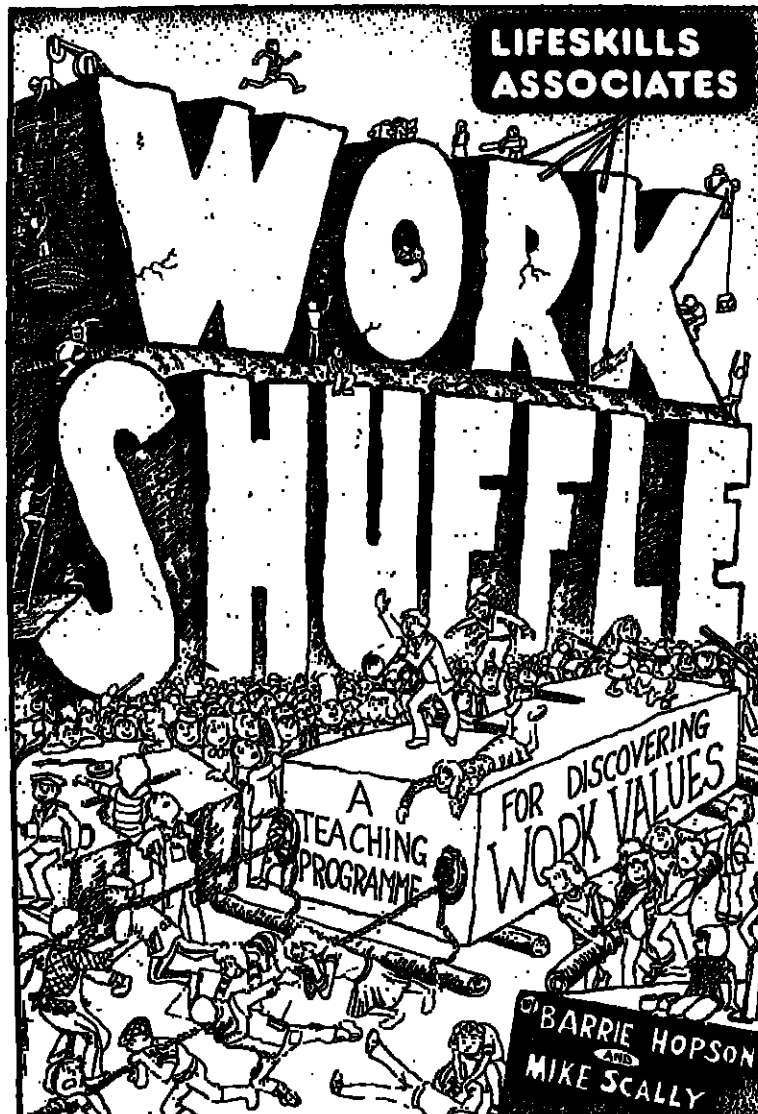
● The person who is a full-time homemaker certainly works, but if those activities are not considered as work, there is little status that attaches to it and the person can be discouraged from finding value in the work.

● People who choose to be full-time parents, while possibly gaining a little more social status, still are often regarded and too often regard themselves as unproductive.

● People who do not have a job at all are generally seen to be unproductive and the focus of considerable social criticism. This is why unemployment is so stigmatized today, and why the unemployed are viewed by the employed with a mixture of concern and suspicion.

● People who choose to be employed for less than the national average, that is for half-time or one-third time, or

'How long are we going to perpetuate an outdated ideology that values only paid employment?' ... Barrie Hopson identifies the distinction between 'work' and 'jobs' and argues that meaningful activity is available for all



even four-fifths time, are sometimes viewed as lacking commitment and shirking their responsibilities.

There is likely to be a shortage of employment as we have traditionally known it in the foreseeable future. But while there may be a shortage of jobs there will never be a shortage of work.

What is taken as "normal employment" is, of course, always historically limited to its era. Normal employment in the mid-nineteenth century was a six-day, 10-hours-a-day week, with only a few days of public holidays to look forward to.

Today it is a five-day, seven to eight hours-a-day week, with four weeks' annual holiday. By the year 2000 it is likely to be reduced to an average of 30 hours a week, with a vast range of alternatives from 10 to 45 hours a week, up to eight weeks' annual holiday and a bevy of employment alternatives incorporating job-sharing.

Work is an activity which can: provide us with a sense of purpose and direction; provide a structure for living, although that might be regular or irregular; provide a personal sense of identity and self-respect; provide us

with companions and friends; influence how other people see and feel about us; provide us with money if someone wants to buy what we can do. And we will work in the process of planning and implementing any of our life roles - child, homemaker, consumer, citizen, student, employee, spouse, parent, leisure-user, friend.

Work can satisfy all of these needs except one; it does not automatically provide us with money. It needs to be converted into employment for that.

We must distinguish between work and jobs. Real work is available for all of us, even if jobs are not. We must separate out the issue of income from that of work. This is not to say that income is not important. It is of crucial importance to us all, and is a political issue demanding decisions from the community on how wealth should be distributed. Everyone needs work, everyone needs income, but not everyone can get a job, in the traditional sense, nor wants one.

Many young people are not getting or keeping jobs as we have defined them during the industrial era. Because of this some are experiencing considerable distress, because they think they should have a job, and if they do not they are incomplete in some way. This view is often reinforced by parents and the media and the Government who do not yet seem to be aware of the fundamental shift that is occurring in our economy.

The reality is also that only by having a job can one have access to many of the material fruits offered by our society. Yet, interestingly enough, lack of money and boredom, the two most commonly quoted consequences of being unemployed, are also two of the most commonly quoted complaints of being employed.

For people preoccupied with finding a job, the question of finding meaningful work can seem a luxury. It is important to remember, however, that this need is for income, not work. A job is the most usual, and legal, way of obtaining income. There is a danger that we can become so preoccupied with finding income that we forget to ask ourselves what kind of work we want.

If we fail to get jobs, then the

need for meaningful activity. If unemployed people do not have any work, in the sense defined here, they are likely to become depressed, apathetic, morose and even suicidal. Similarly, getting a job in itself may satisfy only one need - the need for money. If that is all it satisfies, the employed person still needs to discover meaningful work.

We must help ourselves and young people to realize that there is more than enough meaningful work for all. A goal for careers teachers, careers officers, guidance personnel, and teachers in the course of everyday teaching, must be to help young people discover the kinds of work they wish to do and are fitted to do.

We must then help them to decide which work they might get paid for, and which they prefer to do in an unpaid capacity. We must help them decide which skills they wish to develop to accomplish their work.

It is likely to become possible once again in post-industrial society to accrue status from one's work other than merely from that for which one gets paid.

For example: Terry is renowned because he can strip his motorbike down and mend anything that goes wrong with it. Tracy is the fastest 100 metres runner in her district. Adam knows more about pop music than anyone else. Susan is the person to consult about make-up, hairdressing and clothes. Kevin plays a guitar in a local rock band. Karen is superb at handling young children. You go to Vishnu for help in organizing your budgeting, and Sandra to help with study techniques. Sam is the budding local politician. Gillian runs a Guide troop. Lester knows where you can get anything from. Katie knows about gardening. Farida is a brilliant cook and Peter raises and sells budgies. One's identity can be defined in a multitude of ways, all centring around one's work, but not necessarily around a job.

"What do you do?" does not have to mean "What do you do for a living?" What one does for a living may be peripheral to one's identity compared with other aspects of one's work.

How long are we going to perpetuate an outdated ideology that values only paid employment, when there will be less of it around for all and none of it around for some?

How long are we going to allow politicians, the media, and our schools to develop policies and reward behaviour which pretends that nothing more significant than a temporary economic recession is causing our problems?

We need real jobs which may be from 10 to 40 hours a week, short-term or long-term, with opportunities for individual development and satisfaction built into them; real jobs, not just old jobs just to reduce unemployment figures.

We need opportunities for a real income, available through jobs, government or community projects, state pension or grant or any mixture of these.

We need real work, opportunities for everyone to discover what they can do, enjoy doing and can contribute to the community. This attitude change must be reinforced in all spheres. We have produced teaching material (Work Shuffle, Barrie Hopson & Mike Scally, 1983, Lifeskills Associates, Ashling, Back Church Lane, Adol, Leeds LS16 8 DN.) to begin the process with young people.

We can all contribute to the required changes:

● Always refer to a job as a job, not as a position or a post.

● Tell people what work you do, not simply your paid work.

● When people say they have to work, challenge the statement. They always will have some work. Begin your campaign for real work today.

Barrie Hopson is director of the Centre for Career Development at the University of Leeds, where he is launching his campaign for real work.

Cities face spending targets double blow

by Biddy Passmore

Education in the inner cities will be dealt a severe double blow by spending targets and legal curbs announced by the Government this week.

Even the shire counties, which are expected to escape the Government's plans to set a legal ceiling on rates, have an unexpectedly tough year ahead.

Councils which have kept most closely to Government targets are being given a cash increase of 2½-3 per cent over this year's budgets. But no fewer than 24 English counties are to get less than that and seven - Avon, Cheshire, Cleveland, Cumbria, Derbyshire, Humberside and Northumberland - are being asked to make a cash cut. (Nearly 70 per cent of the counties' budgets go on education.) The punishment is worst, however, for the Labour-controlled metropolitan authorities that have consistently failed to reduce spending in line with Government demands. In education, the worst sufferers are the Inner London Education Authority (a 6 per cent cut in its target), Haringey (5.7 per cent), Sheffield (4.1 per cent), Brent (3.8 per cent) and Newham (3.4 per cent).

Overall, the figure for local government spending in 1984-85 has been increased by £500m, to £30.500m, since the last public spending White Paper.

Next year, over-spending authorities will still be able to ignore ministers' targets and make up the shortfall in government grant by raising rates, although Mr Patrick Jenkin, Environment Secretary, warned them on Monday that the costs to their ratepayers would be "severe". But in 1985-86, that option will no longer be open to them.

They will be among the authorities caught by a government proposal, announced in a White Paper published on Monday, to set legal limits on rate increases by the biggest over-spenders.

Under this selective scheme, aimed at between 12 and 20 of the large, Labour-controlled councils, the Environment Secretary would decide what the authority's budget should be. He would base his decision mainly on the authority's recent spending levels and their relation to the grant-related expenditure assessment (GRE) - the amount Whitehall calculates is needed to provide a "standard" level of service.

Authorities would be able to put their case for a higher budget or plead for an exemption - which could be granted subject to certain conditions.

The minister would then set the maximum rate the authority would need to levy to finance that level of spending. If the authority disagreed with the proposed rate limit, he could enforce it by parliamentary order.

The legislation would also give a "fallback power" to the Environment Secretary to limit the rates of all local

How much local education authorities should spend next year

1984/85 Rate Support Grant Settlement: provisional expenditure targets for England				1984/85 Rate Support Grant Settlement: provisional expenditure targets for England			
1983/84	Budget	1984/85 target	% change from 1983/84 budget	1983/84	Budget	1984/85 target	% change from 1983/84 budget
SHIRE COUNTIES							
£200.013m	£215.435m	£207.513m	-2.5%	£210.811m	£216.423m	£216.081m	-0.2%
£181.357m	£185.004m	£185.559m	0.3%	£205.294m	£205.950m	£205.951m	0.0%
£223.171m	£228.169m	£228.750m	0.3%	£112.271m	£111.648m	£113.028m	1.2%
£181.755m	£182.114m	£185.559m	2.3%	£74.678m	£76.395m	£78.846m	3.2%
£191.003m	£191.003m	£191.003m	0.0%	£103.848m	£103.848m	£103.848m	0.0%
£336.147m	£336.147m	£336.147m	0.0%	£23.762m	£23.762m	£23.762m	0.0%
£219.907m	£227.913m	£225.408m	-1.1%	£23.762m	£23.762m	£23.762m	0.0%
£136.889m	£131.770m	£135.723m	3.0%	£216.108m	£216.108m	£216.108m	0.0%
£157.984m	£156.429m	£151.944m	-3.5%	TYNE AND WEAR			
£296.989m	£307.481m	£303.015m	-1.5%	£76.593m	£76.593m	£76.593m	0.0%
£178.029m	£177.089m	£178.029m	0.0%	£124.731m	£124.731m	£124.731m	0.0%
£190.468m	£204.453m	£192.373m	-1.1%	£276.527m	£276.527m	£276.527m	0.0%
£193.239m	£193.239m	£193.239m	0.0%	£104.869m	£104.869m	£104.869m	0.0%
£489.439m	£489.439m	£489.439m	0.0%	WEST MIDLANDS			
£167.928m	£167.928m	£167.928m	0.0%	£366.880m	£366.880m	£366.880m	0.0%
£461.932m	£461.932m	£461.932m	0.0%	£119.591m	£119.591m	£119.591m	0.0%
£204.536m	£201.721m	£201.721m	0.0%	£34.889m	£34.889m	£34.889m	0.0%
£310.024m	£311.850m	£311.850m	0.0%	£112.105m	£112.105m	£112.105m	0.0%
£302.872m	£302.872m	£302.872m	0.0%	£276.527m	£276.527m	£276.527m	0.0%
£38.617m	£38.617m	£38.617m	0.0%	£27.449m	£27.449m	£27.449m	0.0%
£456.062m	£456.062m	£456.062m	0.0%	£100.248m	£100.248m	£100.248m	0.0%
£486.719m	£486.719m	£486.719m	0.0%	WEST YORKSHIRE			
£287.001m	£287.001m	£287.001m	0.0%	£189.755m	£189.755m	£189.755m	0.0%
£217.027m	£210.888m	£210.888m	-3.0%	£64.996m	£64.996m	£64.996m	0.0%
£293.021m	£293.021m	£293.021m	0.0%	£128.548m	£128.548m	£128.548m	0.0%
£341.787m	£350.154m	£350.154m	2.5%	£229.431m	£229.431m	£229.431m	0.0%
£184.193m	£184.193m	£184.193m	0.0%	£37.067m	£37.067m	£37.067m	0.0%
£123.438m	£123.438m	£123.438m	0.0%	LONDON BOROUGH			
£134.494m	£134.494m	£134.494m	0.0%	£58.498m	£58.498m	£58.498m	0.0%
£394.999m	£394.999m	£394.999m	0.0%	£36.195m	£36.195m	£36.195m	0.0%
£185.741m	£185.741m	£185.741m	0.0%	£77.845m	£77.845m	£77.845m	0.0%
£296.672m	£296.672m	£296.672m	0.0%	£139.927m	£139.927m	£139.927m	0.0%
£154.148m	£154.148m	£154.148m	0.0%	£31.342m	£31.342m	£31.342m	0.0%
£192.836m	£192.836m	£192.836m	0.0%	£110.328m	£110.328m	£110.328m	0.0%
£196.211m	£196.211m	£196.211m	0.0%	£111.571m	£111.571m	£111.571m	0.0%
GREATER MANCHESTER				£91.008m	£91.008m	£91.008m	0.0%
£89.804m	£87.980m	£89.804m	2.1%	£199.818m	£199.818m	£199.818m	0.0%
£56.897m	£57.694m	£57.694m	1.4%	£71.050m	£71.050m	£71.050m	0.0%
£237.801m	£241.031m	£241.031m	1.4%	£82.999m	£82.999m	£82.999m	0.0%
£30.874m	£28.981m	£28.981m	-6.5%	£86.856m	£86.856m	£86.856m	0.0%
£81.920m	£81.920m	£81.920m	0.0%	£36.076m	£36.076m	£36.076m	0.0%
£81.574m	£81.574m	£81.574m	0.0%	£44.557m	£44.557m	£44.557m	0.0%
£38.219m	£38.219m	£38.219m	0.0%	£24.747m	£24.747m	£24.747m	0.0%
£38.219m	£38.219m	£38.219m	0.0%	£126.055m	£126.055m	£126.055m	0.0%
£76.702m	£76.702m	£76.702m	0.0%	£72.289m	£72.289m	£72.289m	0.0%
£70.089m	£70.089m	£70.089m	0.0%	£50.539m	£50.539m	£50.539m	0.0%
£103.828m	£103.828m	£103.828m	0.0%	£53.829m	£53.829m	£53.829m	0.0%
MERSEYSIDE				£106.900m	£106.900m	£106.900m	0.0%
£89.804m	£87.980m	£89.804m	2.1%	£76.518m	£76.518m	£76.518m	0.0%
£27.283m	£27.283m	£27.283m	0.0%	Knowsley			
£27.283m	£27.283m	£27.283m	0.0%	£27.283m	£27.283m	£27.283m	0.0%

*1984/85 figures adjusted to take account of reduction in National Insurance Surcharge. NB: Figures refer to total budgets, not just education.

Legal threat over closure

by Richard Garner

A "hang" local education authority may face legal action over the way it decided to close a school.

Bedfordshire county councillors, trying to reorganize their secondary schools have voted at a second attempt in favour of the closure of Houghton Regis Upper School and Community College, which serves a London overspill estate whose development has not yet been completed.

Residents, who have formed an action group to fight the proposed closure, say the move was politically motivated. They point out that the school's ward is the only one in the area not represented by Conservatives, who form the largest group on the county council.

Originally, a working party set up by the county council to advise on the school's future had recommended its closure.

However, local Conservative councillors rejected this with the result that the authority - which has 38 Conservatives, 34 Labour councillors, nine Liberals and two Independents - could not agree.

An amendment snatching out the Houghton Regis school for closure was thrown out by one vote, but subsequently approved when some opposition councillors were absent.

The Rev Guy Buckler, a member of the school's governing body and chairman of the action group, said: "People are very angry about the way the decision was taken - as a result of an amendment to a county council meeting of which they had no notice."

on Regis area should be closed, and after consultation, proposed the closure of Queensbury in Dunstable.

However, local Conservative councillors rejected this with the result that the authority - which has 38 Conservatives, 34 Labour councillors, nine Liberals and two Independents - could not agree.

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Mr John Kinchella, chairman of the governors and a local Labour councillor, said there was a possibility that a special county council meeting could be called to reconsider the issue. Two schools are facing closure - Houghton Regis and John Howard school in Bedford.

Mr Fred Barley, chairman of the education committee, said: "Both schools had been chosen because they would involve upheavals for fewer parents. Houghton Regis, which is in a Labour ward and has an operational capacity of 689, has about 600 pupils at present."

Mr Barley attacked the Labour Party for refusing to contemplate school closures "except for two or three".

He said: "The Labour Party is not getting or keeping jobs as we have defined them during the industrial era. Because of this some are experiencing considerable distress, because they think they should have a job, and if they do not they are incomplete in some way. This view is often reinforced by parents and the media and the Government who do not yet seem to be aware of the fundamental shift that is occurring in our economy."

The reality is also that only by having a job can one have access to many of the material fruits offered by our society. Yet, interestingly enough, lack of money and boredom, the two most commonly quoted consequences of being unemployed, are also two of the most commonly quoted complaints of being employed.

For people preoccupied with finding a job, the question of finding meaningful work can seem a luxury. It is important to remember, however, that this need is for income, not work. A job is the most usual, and legal, way of obtaining income. There is a danger that we can become so preoccupied with finding income that we forget to ask ourselves what kind of work we want.

If we fail to get jobs, then the

We need opportunities for a real income, available through jobs, government or community projects, state pension or grant or any mixture of these.

We need real work, opportunities for everyone to discover what they can do, enjoy doing and can contribute to the community. This attitude change must be reinforced in all spheres. We have produced teaching material (Work Shuffle, Barrie Hopson & Mike Scally, 1983, Lifeskills Associates, Ashling, Back Church Lane, Adol, Leeds LS16 8 DN.) to begin the process with young people.

We can all contribute to the required changes:

● Always refer to a job as a job, not as a position or a post.

● Tell people what work you do, not simply

Dinner ladies take pay cut case to High Court

by Richard Garner

Schools meals staff are seeking High Court damages from Hertfordshire County Council following a pay cut earlier this year.

The National Union of Public Employees has taken up the case of six dinner ladies employed by the Conservative-controlled council who were among hundreds whose contracts were altered in April. The new contracts remove their right to a school holiday retainer fee and reduced holiday pay and refreshment entitlements. The authority says it will save them £465,000 a year.

NUPE is seeking a restoration of the pay the women have lost in what it claims is a 25 per cent cut. It also wants a restraint order preventing the council from unilaterally changing contracts again. A date for the hearing has yet to be fixed.

Meanwhile, the Appeal Court is being asked to rule on a decision by an employment appeals tribunal that school meals staff employed by Conservative-controlled Kent County Council were unfairly dismissed when

they were asked to undertake similar changes in their conditions of employment.

The appeals tribunal upheld a ruling by an earlier industrial tribunal and warned the county council that the amount it might have to pay out in compensation could be increased if the Appeal Court rejected its case.

It was revealed last week that an industrial tribunal in Devon had rejected a claim on behalf of six dinner ladies that they were unfairly dismissed when faced with new contracts. NUPE now says a further 89 cases are being prepared, a sample of which will go before industrial tribunals. It is also considering appealing against the Devon tribunal's ruling.

NUPE says the cuts are hitting part-time women workers and claims the authorities are "picking off the weakest members of our society".

The employers claim that the Devon decision will give the green light to other local authorities to make alterations in their school meals staff's conditions of service.

Grant delays cause concern

Thousands of college students in Buckinghamshire have been warned they may have to start the autumn term without knowing how much grant they will receive.

Drastic staff shortages in the council's education department, and delay in the announcement of grant details by the DES, are the cause.

The county has one of the highest proportions of school leavers going on to higher education in the county.

Lady Popplewell, chairman of Bucks education committee, said normally the DES announced details of grant levels and parental contributions in April or May, but this year, the information had not arrived until late June.

A DES spokeswoman said the main rates of grant had been announced on May 12 but details of the supplementary allowances had

to await decisions by the Department of Health and Social Security. Local authorities had been warned that the details would be late, she said.

Full information about next year's grants was released to the press last week. Grants for dependents are to rise from £1,070 in the year just ended to £1,115 for a spouse or other adult dependant. The amount of a student's income that can be disregarded for assessing the grant will be £375.

Local officials in all authorities now have their work cut out to calculate students' entitlement in time but Lady Popplewell said matters had been made worse in Buckinghamshire by the recent loss of three of the four experienced team leaders in the section dealing with student awards. It takes two years to train a team leader.

Each summer the department had to revise about 4,600 existing awards

to students entering the second subsequent years of their course. In addition, it had to sort out some 25 first-time awards for new students, she added.

Much of the new work can only be done after mid-August, when GCE A-level results are announced.

A county council spokesman said was hoped about three-quarters of 7,000 students awaiting grant details would know what they are due to receive before the start of the term. But there would undoubtedly be many who would have to start college unaware of the figure.

"The chances of a student starting college and then learning he is even eligible for a grant will be slim," The council is appealing to students and parents not to ring details, as it further delays the procedures.

£3m fees owed

Up to £3 million is allegedly owed to British universities and polytechnics by Nigerian students. There is said to be a conspiracy between "unscrupulous" students and institutions set up to extract precious foreign currency from Nigeria.

The Nigerian High Commission in London is determined that only state and private students studying at recognized institutions should be eligible for approval for relaxed foreign exchange arrangements. It claims to have evidence against certain institutions in the London area. *THE S.*

16-plus is likely to bring more Government control

by Hilary Wilce

The introduction of the 16-plus could lead to far greater Government control of schools, a professor of education has warned.

The Department of Education and Science realizes that control of the curriculum can be gained through the examination system, "criticism by criterion, content by content," Professor Desmond Nuttall, professor of education at the Open University told the Centre for the Study of Comprehensive Schools in York last week.

He believed that Sir Keith Joseph, the Education Secretary, would reject the 16-plus once the criteria were established and would suggest seeing if they worked within the existing system.

"In that way he will have got control of the curriculum without having to pay the price of examination reform which is, at best, distasteful to him, and at worst an anathema," Professor Nuttall said.

But existing public examinations did not offer a reliable indication of future success, and were a poor and wasteful way of selecting candidates for jobs or further study, he said.

Of the Open University students who qualified in 1981, 64 per cent of students who began their studies with two or more A levels got degrees. But

a high number — 42 per cent — began their studies without qualifications also got degrees.

An investigation correlating Certificate of Secondary Education performance with the chances of students passing further education courses has shown that biology had proved to be the best predictor of success in a secretarial skills course. The correlation between students' performance at GCE O level, and their later performance at A level in the same subject was very limited.

The best predictor ever devised of the field of education was the 11-plus which had been abandoned. "In 11-plus we had a good way of predicting, as these things go, but we also found (in the comprehensive school) more sensible way around the problem. Maybe this should provide a lesson for all other areas," he said.

Yet industry was still hooked on exam results as a way of choosing employees. "We must work with employers to get them to see the exams have their limitations," Professor Nuttall emphasized. However, teachers had to bear in mind the employers had to select, and could have an open door policy like further education.

Recovery is expected to favour girl job-seekers

by Philip Venning

Girls are likely to do well from what few extra jobs are created by economic recovery, according to the Institute for Employment Research. But unemployment will remain high for the rest of the decade and the prospects for poorly qualified school-leavers are likely to get worse.

The Institute, based at Warwick University, says that the only hope for new jobs is in the professions — with the big exception of education, where the number employed is likely to fall by 4.3 per cent between 1980 and 1990. Among manual workers the decline is likely to be about 13 per cent, though this will be very much higher for some groups, such as craftsmen with skills related solely to one job.

Based on the assumption that a modest economic recovery has begun and will continue (producing a growth rate of under 2 per cent a year), the Institute nevertheless concludes that this will not lead to any substantial increase in employment. An increase in the labour force of about 600,000 will help keep the number registered as unemployed at about three million, in spite of a fall in the number of young people starting work.

Contrary to popular belief the number of part-time jobs has not fallen, the Institute says, and many new jobs are likely to be part-time. More than half of all new jobs are likely to go to

HOW JOBS MAY RISE AND FALL	1980 '000s	1980-1990 + or - %
Managers, administrators	2,123	+6.7
Education professionals	884	+4.3
Health professionals	888	+9.4
Other professions	582	+11.5
Literary, artistic, sport	447	+28
Engineers, scientists	578	+14.3
Technicians, draughtsmen	601	+12.5
Clerical	4,056	+0.5
Sales	1,417	+5.8
Supervisors, foremen	104	-10
Engineering craftsmen	2,143	-5.3
Other transferable craftsmen	907	-19
Non-transferable craftsmen	676	-27.4
Skilled operatives	622	-16.3
Other operatives	4,712	-18
Security occupations	388	+25
Personal service occupations	2,832	-3
Other occupations	789	-36.1
Non-manual	11,765	+3.6
Manual	15,271	-12.9
All occupations excluding HM Forces	25,028	-5

women. For school-leavers the prospects are not much better than they have been — the demand for those with few or no qualifications will continue to fall. With the exception of work in security occupations, jobs for craftsmen and operatives will be few and far between. But most of the 1.6 million decline in manual employment expected between 1980 and 1990 has already happened.

On the plus side, jobs in the professions and white-collar occupations are likely to rise, although there

will not be many new chances in clerical work, which mopped up large numbers of school-leavers in the last 30 years. The best opportunities will probably be in literary, artistic and sports occupations, while the growing need for professional engineers, scientists, technicians and draughtsmen will be good news for those with science qualifications.

Review of the economy & employment, Summer 1983, Warwick University Institute of Employment Research, Coventry CV4 7AL.

MSC warned against more forays into adult education

The Department of Education has issued a thinly-veiled warning to the Manpower Services Commission not to encroach too far into adult education.

In April the MSC proposed a national inquiry into spending on adult education and training. In a formal response to the MSC plan for continuing education the DES says that it is often difficult to separate vocational adult education from training, and that the education service is normally most suited to providing it.

Elements of both vocational education and training could be mutually reinforcing. Specific skill training often benefited from a study of general principles underlying the skill. As a result trainees were more inclined to be adaptable, versatile, and show initiative.

"It is this philosophy which underlies much of the educational provision for adults, and because the education service is staffed and structured accordingly, it is often best able to provide such an approach."

Though the DES favoured stronger links with the MSC, the substantial involvement of the education service

in adult education had to be recognized. It welcomed the Commission's interest in up-dating the skills of adults, but stressed that it was "of the utmost importance that scarce talent is not wasted; that provision and efforts are not duplicated; and that individual initiatives undertaken are co-ordinated so as to complement each other rather than compete."

There should, for example, be links between skillcentres, local authorities and colleges. Courses and examining and validating arrangements should not overlap.

The main new move by the DES in the field of up-dating adult skills was the PICKUP programme. But extra money might be useful to:

- Provide financial incentives to people to undertake continuing education;
- Help colleges adapt better to adult training needs;
- Extend PICKUP;
- Promote and disseminate core teaching materials; and
- Support voluntary bodies where appropriate.

The Association of Metropolitan Authorities is more direct in its criticism of the MSC paper, entitled *Towards an adult training strategy*.

It condemns unnecessary and misleading distinctions between education and training which it claims underlie most of the thinking in the MSC strategy.

The AMA says that the role of local authorities as major providers of adult educational resources is not properly appreciated. Compared with the MSC's 55 area offices and 68 skillcentres, local authorities maintain well over 500 major institutions.

And the AMA claims the MSC tends to put the needs of the national economy before the needs of the individual and this results in inadequate priority being given to the adult unemployed.

"It is no good," says the AMA, "putting all the emphasis on matching training with skill shortage. In some areas there are no such shortages. Job specific training should in any case be supported by more general educational provision which offers individuals appropriate opportunities for personal development."

TUC to hear of concern on training

by Richard Garner

Concern over the way the Youth Training Scheme will operate is to be voiced by teachers' delegates at the TUC congress next month.

Both the National Union of Teachers and the National Association of Teachers in Further and Higher Education have tabled motions expressing fears about the scheme. However, the debate will centre on their calls for strict monitoring of YTS schemes. At the same time the print union, the National Graphical Association, will urge the TUC General Council to reconsider its involvement in YTS.

NATFHE's motion is suspicious of the Government's motives for introducing the YTS. But it recognizes that the scheme could provide the basis for a permanent two-year pattern of vocational training for 16-19s.

It calls on the TUC to press for three things: equal opportunities in the scheme; elimination of privatization from YTS developments; and courses lasting two years.

Meanwhile, the National Association of Schoolmasters/Union of Women Teachers is taking the lead in the TUC's annual education debate with a motion calling for an expansion of the education service to provide:

- Nursery education for all;
- A statutory period of education/training for 5 to 19-year-olds;
- A comprehensive open-access system of education and retraining throughout life.

In a second motion the NAS/UTW expresses alarm over the continuing education service, which it says has been highlighted by successive reports from Her Majesty's Inspectorate.

It urges the congress to deplore the growing practice of expecting parents to provide essential learning materials and to reaffirm its opposition to any voucher scheme in education or public subsidy of private education.

Meals supervisor now serving the TUC...

A school meals supervisor has become the first woman in 40 years to take up a seat not specifically reserved for women on the TUC general council.

Mrs Lil Stevens (pictured right), who is catering manager at Jaffray School in Birmingham and president of the National Union of Public Employees, will take her seat on the general council next month after the TUC congress.

Mrs Stevens, who is aged 57 and a grandmother, is also a school governor and a member of Birmingham City Council's education committee. She gets her chance to serve on the TUC

general council as a result of a shake-up in its composition, which has given her union two representatives.

The shake-up, which allows any union with more than 100,000 members a seat on the general council, also means that the leaders of both Britain's largest teachers' unions — Mr Fred Jarvis, general secretary of the National Union of Teachers and Mr Fred Smithies, new general secretary of the National Association of Schoolmasters/Union of Women Teachers — will serve on it together for the first time. Previously, only Mr Jarvis has been a member of the TUC's "inner cabinet".



Little work of distinction and low expectations

by Virginia Makins

The Inspectorate found "little work of distinction" at Archbishop Temson's School, South London. Generally sound work in some subject areas was matched by much that was unsatisfactory. This was true for pupils of all abilities.

The school had tried to produce some appropriate courses for less-able fourth and fifth years since it changed from a boys' grammar to a small comprehensive in 1977.

But less thought had been given to their needs in the first three years and "urgent action" to improve provision for them was required.

Many teaching rooms were "uninteresting, bleak, cluttered and dirty" and teachers should give "urgent thought" to creating more pleasant and effective working conditions.

The inspectors found poor class management, too little chance for extended discussion and too much copying and dictating, even in the sixth-form.

Teachers had low expectations of some pupils and failed sometimes to check and assess work.

Expectations of standards of behaviour were also low. "Some classes were extremely ill-disciplined, and taught by teachers who lacked

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.A.S.

confidence in handling such difficult groups."

Pupils excluded from classes wandered about the school. Clear disciplinary procedures were "urgently needed".

Senior teachers should take more interest in how form tutors were coping, and make sure discipline was consistent.

The pupils' willing and enthusiastic participation in extra-curricular activities suggested there was "a pool of talent, and goodwill that could be harnessed within classes".

The school takes 518 boys, including 69 sixth-formers. There are more

applicants than places for pupils in bands one and two, the ablest and average ability ranges on London's verbal reasoning tests.

A full review of the curriculum at South Hunstley School, Humberstone, has paid dividends and made for a "vigorous, thriving school," says the Inspectorate.

The school takes 1600 pupils, 176 in the sixth-form, from a fairly prosperous rural area — a socially balanced intake with the full range of academic ability.

The review started in 1978 and has led to new aims for 11 to 16-year-olds. Content is designed to cover eight areas of "human experience" and lead to a broad and balanced education.

Aims for basic skills, values and attitudes have been agreed.

English is taught in mixed-ability classes for five years, with excellent exam results. More higher grades have been gained over the past six years.

The inspectors' main criticisms are of mathematics teaching, which gives few chances for elaboration or discussion.

The staff are well balanced in age, experience and qualifications. But the preponderance of men in senior posts is "particularly marked".

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Bristol poly concern

No discernible future for the Department of Engineering at Bristol Polytechnic can be found in a damning HMI report. It says students and visitors to the department as an extension of Brunel Technical College, with which it shares a site.

With two prestigious university engineering departments in Avon, there is little demand for mainstream engineering degree courses at the poly. Existing HND courses in the department are satisfactory but the inspectors suggest that the Technician Education Council (TEC) full-time courses replacing them should be concentrated at Brunel and Bath colleges, to avoid dissipation of effort and resources.

The inspectors find the department's accommodation "unsatisfactory and wholly unsuitable for under-

graduate teaching". The report adds: "The accommodation is so poor that it is doubtful whether any up-to-date professional engineering provision can possibly take place on the site."

The department has a "static ageing" teaching force, who do little fundamental research and do not maintain up-to-date industrial contacts. There is lack of cohesion in direction throughout the department, says the Inspectorate.

Teaching follows a "very traditional expository style" with "extensive and tedious" note-taking by students. Demand for part-time degree courses barely satisfies the requirements of minimum numbers.

Student performances on a course — technology with industry studies — gives cause for "extreme alarm".

"Serious limitations" were found in the educational programme of South Lodge, an independent boarding school in Hertfordshire, with up to 26 girls, all in local authority care.

An Inspectorate report said the school, many of whose girls came to it after a succession of placements, should review its curriculum objectives, teaching methods, and the content of its courses. But its biggest problem was the high staff turnover, on both the teaching and the care sides, which has led to committed but inconsistent handling of pupils.

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Catherine James and David Kinsey, BED students at Trent Polytechnic, Nottingham, have a taste of life on a hotel room service counter. They were among 22 student teachers who worked for a week with local companies in a project to develop the links between education and commerce and industry. It was arranged by the polytechnic and the East Midlands branch of the British Association for Commercial and Industrial Education.

Progress from vocational courses still obstructed

Young people starting one-year courses of vocational preparation are as unlikely as before to gain credit for their work or the chance to move to formal further education and training, according to a report from the Further Education Unit.

The report, by Mr Jack Mansell, the FEU director, concludes that the various further education examining bodies and training boards have made little attempt to develop ways of allowing vocational preparation students to move on to conventional courses.

This was partly because vocational preparation was still wrongly seen as simply a temporary response to youth unemployment, to be replaced when the traditional system of education and training returned.

Another obstacle was the fact that

there was no coherent government policy on vocational preparation, and there were important differences between the policies of the Department of Education and the Manpower Services Commission.

The report, on the opportunities in further education and training for vocational preparation students, did find a few encouraging signs — "a greater awareness of the problem, a few brave experiments, the development of profiles and of course the existence of the Youth Training Scheme and the 17-plus, but without more specific guidance, not to say direction, this issue will remain neglected and will become increasingly divisive".

Progressing from vocational preparation, FEU, Elizabeth House, York Rd, London SE1

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NEWS

Where experience counts for a lot

Two minutes walk from New Street station in Birmingham, above a ladies fashion shop, are the British offices of Columbia Pacific University (CPU).

Dr Alan Jones, a former deputy headteacher in Barnsley whose own doctorate was awarded by CPU, works in Suite 2C with two office staff, an admissions registrar and a clerk. Dr Jones is called the Dean of CPU's UK External Study Programme Centre.

Since 1979 CPU has been recruiting staff and students in Britain. And, according to Dr Jones, 200 students have registered over the past four years and 50 to 60 of them are still working towards a qualification. The rest have already received PhDs, masters degrees and first degrees in subjects ranging from interior design, creative writing, baking technology and hairdressing to management to the more conventional history, theology and music.

Students, who must be aged 25-plus and are usually over 35, pay fees in dollars at a rate ranging from \$2,725 (£1,816) for a first degree to \$2,925 for a doctorate.

A pamphlet, headed UK Faculty List, includes the names of more than 100 academics - lecturers, employed by or retired from mostly-British universities and polytechnics - who for a fee act as "mentors" (that is supervisors) to CPU students or as "external examiners". Among the faculty members are some non-academics whom CPU considers specialists in their fields - for example, a primary school headmaster, a local authority educational psychologist and a civil servant.

Why the FBI is going through the diploma mill

The sale of bogus mail order degrees and diplomas to anyone willing to pay for them is growing into a multi-million dollar business in the United States, despite efforts by educational associations and the Federal Bureau of Investigation to root it out.

"Diploma mills" hawking worthless certificates range from one-man operations known as "brief-case colleges" to sophisticated businesses which have premises and staff and pass themselves off as accredited institutions offering genuine educational qualifications.

In an operation nicknamed "Dipsac", the FBI has been working hard to locate diploma mills and bring prosecutions against their owners. But the task is complicated by the weakness of state laws and the absence of a centralized system of academic accreditation which would enable customers, and employers, to distinguish between reputable colleges and those which award degrees without requiring any work.

FBI special agent Otto Ezzell has been working on Dipsac for several years. In the course of his investigation, Ezzell has been able to acquire 16 university degrees, including several doctorates and two doctorates of medicine.

Ezzell told *The Times* that many of the diploma mills had become highly sophisticated and were careful to make it seem that they genuinely expected their students to do some work before qualifying. A court affidavit submitted by the FBI provides a detailed insight into the approach of one of the more elaborate diploma mills, the American National University, in Phoenix, Arizona.

In the affidavit, Ezzell describes how he responded, in March 1982, to an advertisement in the *National Enquirer* offering "fast, inexpensive" non-residential degrees to students enrolled at the American National University. The "university" sent him an application form, a course prospectus

Alternative higher education has attracted the attention of the Federal Bureau of Investigation in the United States, where "degree mills" are familiar institutions, Peter David reports.

Not all non-traditional universities are bogus, however. As a matter of policy, *The TES* has decided, as a general rule, not to accept advertisements from universities offering degrees which are validated in non-traditional ways, but in doing so expresses no opinion as to the genuineness of what is on offer in any particular institution. Readers have to make up their own minds on the evidence before them.

Sarah Bayliss reports on Columbia Pacific University, a non-accredited university specializing in the validation of experimental learning, which now operates in Britain, and which boasts many reputable names among its faculty and honorary award holders.

"One of the main advantages of CPU is that we can draw on experts from a whole range of institutions and specialists with credentials in many fields," says Dr Jones.

CPU claims to be the largest non-resident university - in terms of student numbers - in the United States. It also claims to be a leading organization in the American trend towards non-traditional forms of assessment. There are no examinations and credits are given for "life, work and all learning experiences". The remaining credits - up to 50 per cent - are earned largely from an Independent Study Project (ISP) usually a written thesis linked to the student's job or previous

research. A leaflet for British students called "CPU in a nutshell", says: "CPU believes that people learn as much, and often more, from life and professional experience than they ever do from sitting in lecture rooms. An individual who is deeply involved in his/her professional work and making a significant contribution to it will develop skills, competencies and acquire knowledge which go way beyond the level of those acquired by the 18 to 25-year-old."

According to Dr Jones, CPU is seeking to attract the "already-accomplished individual". He said: "Such people are those who are deeply involved in their particular profession,

have substantial academic and professional experience under their belt and who wish to 'validate' those experiences and earn academic credits towards earning a degree."

In effect, the "unaccomplished" are excluded. The leaflet states: "We have a selective admissions policy. You will only be offered formal admission on to a programme if you are able to gain substantial credit exemptions for prior work, study, etc. If you need to start a subject from scratch we will normally recommend another institution able to provide formal instruction."

On application the potential British student is asked to list all their previous academic, professional and work experience. References from employers are required. Once the student has been accepted he or she will be expected to write a description of what they have learned from their various "experiences" - including the experience with CPU.

This information is sent to America where CPU claims to use an elaborate system for equating experiences with degree level performance. While the methods by which this is done are not described by CPU, the assessment of experience is one of its main attractions for people in Britain.

Mr Barry Taylor, chief education officer for Somerset, last autumn accepted an honorary fellowship from CPU. He told *The TES*: "I was attracted by the way they tried to take proper account of people's practical experience. They were interested in skills-related experience and wanted to get away from assessing people

simply in terms of their academic qualifications."

Mr John Tomlinson, chief education officer of Cheshire and president of the Society of Education Officers in 1982, also accepted an honorary fellowship from CPU last year. He told *The TES* he was in favour of "loosening up" the higher education system so that access to it was not blocked to people without the right schooling. Therefore, he was prepared to encourage CPU in its work.

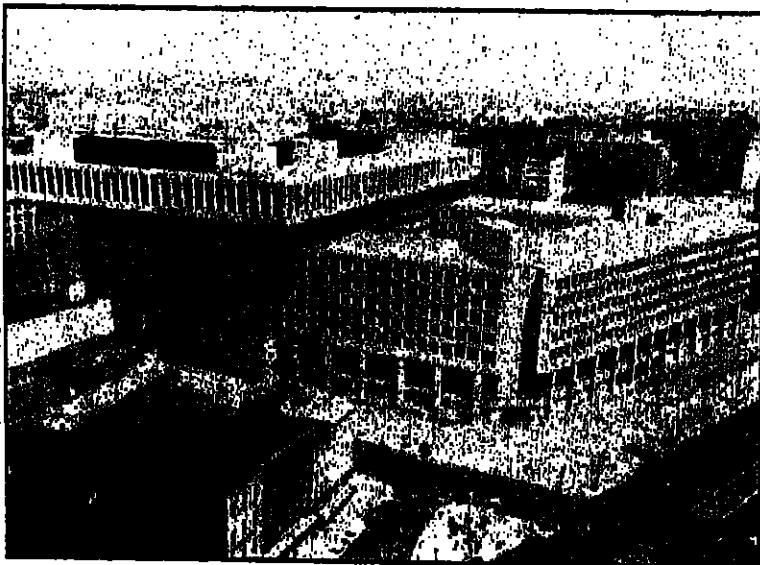
Miss Audrey Smith, vice principal of the British School of Osteopathy in London, had discussions with Dr Jones last year to establish how the BSO's diploma might be upgraded and improved to degree status. In the end the School decided to try for a British qualification and is currently awaiting validation from the CNA.

She said: "I was impressed that CPU could assist people who had expertise and knowledge in their own field, certainly up to first degree level, but who'd never had the opportunity of gaining a degree. A profession like my own does not fit neatly into the traditional university or polytechnic pattern."

Once a student has been accepted by CPU they officially enrol by paying fees. The American prospectus states half must be paid immediately and the rest over 120 days with no refund after 60 days.

According to Dr Jones, however, the British office allows payment over 18 months by equal instalments. "People here do seem to have more difficulty finding the cash," he said.

Students do not register for a particular course or syllabus. Having agreed what level of degree would suit the student, the "mentor" may set some reading and written work "to fill in gaps". But, according to the staff and students spoken to, most move immediately to what CPU calls the final part of the course. For this they do several short assignments, plus a



FBI headquarters in Washington

National Accreditation Association, a fictitious organization apparently created for the sole purpose of lending a veneer of credibility to the diploma mills which he had created.

The American National University and its companions are only the latest of hundreds of diploma mills to have been investigated by the FBI. Since 1981 the FBI has issued search warrants and impounded the papers of 38 suspect colleges and educational associations.

Evidence of how easy it is to establish a bogus university was provided last March by a newspaper called the *Arizona Republic*. To illustrate an article on diploma mills the newspaper created a non-existent university, the University of the Republic.

By spending five minutes and \$100 the paper's journalists legally "incorporated" the university, thereby enabling it to claim that it had been chartered and recognized by the state. Last any of its clients should doubt that the university was genuine, it was "accredited" with the Southwest Accreditation Commission - an entity set up by the newspaper itself.

According to the FBI, many satisfied clients of bogus universities have been discovered practising medicine or psychiatry entirely on the strength of degrees purchased by mail and requiring no study. Recently the *Washington Post* disclosed that Mr Robert Billings, a Reagan administration appointee with a \$67,000-a-year

job as regional director of the Department of Education had bought his doctorate from a Tennessee university later closed down because it was a diploma mill.

The identification and prosecution of diploma mills is difficult because of the absence of workable licensing laws in many states. FBI prosecutions have to be based on mail and wire frauds, a difficult charge to prove since most users of diploma mills are satisfied customers only too pleased to receive degrees without doing any work. The bogus degree industry has also taken advantage of the growing number of entirely legitimate non-traditional colleges which give students credit for life and employment experience.

Mr Jerry Miller, an official of the American Council of Education, said many correspondence degrees offered by non-traditional colleges were perfectly good, although he advised potential students to be wary of schools which offered PhD programmes by correspondence. The council recommends all students to ensure that the institution is listed in the annual catalogue of accredited colleges published by the Council of Post-Secondary Education.

The catalogue, *Accredited Institutions of Post-Secondary Education*, is available for \$17.50 from the McMillan Publishing Company, 200 D Brown Street, Riverside, New Jersey 08370. It includes more than 4,000 universities and colleges.



description of what they've learned from life and work experiences, plus the ISP.

Students we spoke to had all submitted what they called a "thesis" of 70,000 words or more for their ISP - in some cases it was largely written before CPU was applied to. But at the Birmingham offices there are examples of less conventional ISPs. The owner of a hairdressing shop had written up the history of his business but also produced a video tape for use in training management, to earn a BA. CPU says that a musician could submit a musical score; a film director could submit a film.

Dr George Antonouris, a senior lecturer in education at Trent Polytechnic, was awarded a CPU PhD last year for an ISP called *The Work of School Counsellors in England and Wales in the 1970s*.

He chose CPU because it was the only institution he had contacted in Britain which recognized research in his specialism done without supervision. He had begun his research six or seven years ago while still teaching in a school.

Mr Antonouris said: "English universities are just not flexible enough in their approach. I applied to several but they wanted to supervise me from the word go although I believe I had completed most of the research and was ready to put it all together."

He compared the cost of a CPU doctorate, with one he might have studied for at Nottingham University. "It costed very favourably. Certainly it was no more expensive." He was assigned a "mentor" at Aston University - Dr Windy Dryden, a lecturer in counselling psychology at

Continued on opposite page

NEWS

CPU - where experience counts a lot

Continued from opposite page

Aston's recently-abolished department of educational inquiry - whom he contacted regularly by telephone. Telephone tutorials were already familiar to him since he had worked as an Open University tutor since 1977. He was confident that the qualification would be valid because of the reputation of Dr Dryden in the school counselling field.

The ISP and the transcript he had to write on his experiences took him two years to complete. On receiving his degree at CPU's first degree ceremony in a Birmingham hotel last



autumn he also got a credit sheet showing how he had been marked. His examiner was Dr Les Carr, dean of CPU in the United States.

He said that the Open University had accepted his doctorate - and called him "Dr". But Trent so and called him simply "Mr". "I've notified them but I haven't pushed it. What matters most is the personal satisfaction I have gained and I can only hope that over time the qualification will become generally accepted."

Dr Tom Gabriel, aged 34, a Durham graduate in social anthropology with a master's degree from Cambridge, said he had heard about CPU through American contacts and was impressed by its American faculty list. "They were all members of regionally-accredited universities. The president was a Harvard man and my supervisor was from Vanderbilt."

He also made inquiries in Britain before enrolling. He wrote to Professor Tudor Jones, dean of the school of theology at Bangor University, who was an examiner for CPU at the time. "He wrote a very complimentary letter back. He had examined two PhD theses and found them to be at least of the standard that he would expect at his own university."

Tom Gabriel, who works as a private consultant on agricultural and Third World affairs, was able to use several years of research to gain a PhD 12 months after signing up with CPU. He is now an associate professor of the CPU and is currently mentor for three students.

Political appointments

Mr Peter Lloyd, MP for Farnham, appointed, Parliamentary Private Secretary to Sir Keith Joseph, Secretary of State for Education and Science.

Public appointments

Sir Keith Joseph, Education Secretary, has appointed Miss Kate Mortimer to the Social Science Research Council. Miss Mortimer's term of office will run until July 31, 1986. She replaces Mr Jonathan Gesteiner.

Administrative appointments: Eight people have been made fellows of the College of Preceptors this year for their "outstanding service" to education. They are: Mr Peter Newnam, former Chief Officer of the Inner London Education Authority; Miss Catherine Avenor, Senior Inspector of Careers Guidance with the ILEA; Savera Aravato, Director General for Cultural Exchanges in the Italian

For each he is paid around \$200 - the flat rate paid to mentors and examiners. "It's not a lot of money particularly when you have a student who needs a lot of help. But I'm not doing it for financial reward. I am committed to the idea of making education more accessible."

"I approached it in a sceptical frame of mind but I was pleasantly surprised, particularly by the quality of students." Last year he failed an MA student after a few months because his work was not of an MA standard. He believed CPU had advised the student to study for a lower degree. "As tutors we are not given the impression that no one must fail." He went on: "The fact that CPU might be criticized for being unorthodox doesn't bother me so long as people involved feel they have gained something important."

CPU's non-traditional approach is one of the main reasons it gives for not having the regional accreditation from America which would guarantee it a respectable place in the annual catalogue of accredited colleges published by the Council of Post Secondary Education.

At present the university is simply "authorized" to grant degrees. According to the US/UK Educational Commission based in London, this doesn't suggest approval or recognition of any kind.

Accreditation is a sensitive topic for Dr Jones. "We do say to people that if the fact that CPU is not regionally accredited is going to be a problem for them, they shouldn't join the programme."

He said CPU has not even applied for regional accreditation because it knows that over the past 20 years no university offering non-resident degrees at all levels has ever been accredited.

Technically, this is true although it is worth noting that there are non-resident colleges offering higher degrees or doctorates which have been accredited. Norman Evans, from the Policy Studies Institute in London and an expert in experiential learning, cites the Fielding Institute in Santa Barbara, California as an example.

Dr Jones says he is concerned as anyone about bogus degree mills and claims to be preparing a book on the subject. In the American prospectus CPU warns against "self accreditation" pointing out that often this involves unapproved accrediting agencies established with the help of the university involved. CPU offers a free advisory service on the accreditation status of any school in the United States and the legality of any accrediting agency.

Earlier this year Dr Jones launched an advisory service called "Degree



Dr Les Carr, dean of CPU in America where it claims to be the largest non-resident university

Consultancy" for potential British students to get "independent counselling" on non-residential external degree programmes offered by American colleges and universities. Its brochure warned students against "bogus" degrees for which students pay but do no work.

Asked how he could offer impartial advice when he was employed as the adviser to one American institution - the CPU - Dr Jones said he ran the consultancy independently of CPU and that in written advice to each applicant he explained his CPU connections. He said the consultancy had now folded.

Dr Jones and CPU are planning to extend work in Britain with the launch later this year of an Ed D - a doctorate in education which they claim will attract teachers, education officers and heads. It would assess people's experience but, unlike other programmes, would involve set course work and residential weekends over about two years. Fees would be higher than for other doctorates, because of the residential element, but Dr Jones said he hoped some applicants might get funding partly from their local authority.

The course outline has been sent to several chief education officers. Somerset's Barry Taylor believed it was a "sensible" programme of work. According to CPU he has agreed to act as a professional assessor to the



course and Dr Harry Gray of Huddersfield Polytechnic has agreed to be dean of a new education faculty based in England.

Given the interest in in-service training for teachers and the Government funds that are available, CPU is considering providing courses for teachers, Dr Jones said. "We would like to talk to the DES about this but whether they would consider a non-UK body taking on this role remains to be seen."

Emeritus Professor of the University of Sheffield.

The Standing Conference of Tertiary and Sixth Form College Principals has elected as chairman, J L Glazier, principal, South East Essex Sixth Form College, Benfleet, and as secretary, D A Jackson, principal, King Edward VI College, Nuneaton.

School appointments

Mr M J Freeman, deputy head of Trafalgar JMI school, Twickenham, appointed head of Meadlands JMI school, Ham. Richmond upon Thames, from September 1.

Mr J P Mansfield, head of Oldfield House Special JMI school, Hampton, Richmond upon Thames, head of Clarendon Special School, Hampton, from September 1.

Miss Pamela Turner appointed head of Sir Williams Collins School, Camden, in succession to Mr. Graham Steward.

In brief

Have pipette: will travel

Five of the country's brightest sixth-form science students are being treated to a two-week working holiday in Australia later this summer.

The students - four of them are girls - will represent the United Kingdom at the International Science School to be held at the University of Sydney from August 29 to September 9.

They were selected from 250 candidates nominated by their science teachers and received scholarship certificates from the Duke of Gloucester at a ceremony in London last Wednesday organized by the Association for Science Education.

The five are: Clare Ball, Notre Dame High, Norwich, Norfolk; Suzanne Caesar, Sir John Deane's Sixth Form College, Northwich, Cheshire; Helen Clayton, Woking College, Woking, Surrey; Hazel Webster, The Mary Erskine School, Edinburgh; Stephen Gordon, Coleraine Academic Institution, Northern Ireland.

Scots cleared

London scouts have had their grant restored after a two-month freeze imposed by the Inner London Education Authority. Applications for funds were frozen in May during an investigation into allegations of militarism and discrimination against homosexuals, blacks and women. But the further and higher education sub-committee agreed to restore the grants, which amount to £60,000 a year, after all the youth committees in the 12 Inner London boroughs cleared the scouts of the charges.

Tripped to US

Karen Loftus of Rotherham South Yorkshire, and Simon Madders, of Beaconsfield, Buckinghamshire, will take part in the US National Junior Achievement Conferences in Bloomington, Indiana, later this year after their victory in the National Young Achiever Examination.

The exam, set by Mid Kent College, Maidstone, was open to the 15,000 teenagers involved in Young Enterprise - a body that encourages young people to form companies for eight months, producing and selling products.

Awarding the prizes recently, Mr Richard Ryder MP, secretary of the Conservative back-bench education committee, said the Government was keen to bring lessons of business into the school curriculum.

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TE2

OVERSEAS

Class after hours — when the lights don't fail

BURMA

Gudrun Dalibor on night schools for working children

During the day 11-year-old Ma Thauang sells fruit in her neighbourhood in Hlaing, one of the industrial townships in Rangoon. In the evening, she attends school together with 55 other children in her class five days a week.

Like herself, the other children used to attend day-time primary school but left after failing their exams either once or repeatedly. They now attend classes in "voluntary primary night schools", a unique project that gives children unable to go to school by day a chance to learn at night.

Dropping out from primary schools has become a serious problem, particularly in Burma's cities and towns, and the rate can be as high as 75 per cent. A recent study has shown that of 100 children entering primary school, only 27 will complete grade four. Of the remaining 73, 36 will drop out immediately after the first year and the other 37 will follow after repeating at least one grade.

The main reason for the high drop-out rate is that children either have to work in order to supplement the

family's meagre income or they have to stay at home and look after younger brothers and sisters while both parents are at work. Most of the "drop-outs" come from extremely poor families.

This means children cannot attend day-time classes regularly. Frequent absenteeism causes lack of self-confidence and interest on the part of the children. Overcrowding in the classroom aggravates the problem because teachers cannot give sufficient individual attention to those children who need it most.

To cater for these children who would otherwise be left without even the most basic education, the Department of Social Welfare thought of setting up "primary voluntary night schools", using voluntary teachers and the facilities of day schools.

There are now 216 such schools catering for nearly 13,000 pupils. Because of the extent of the problem, it is planned to expand the number of schools to 330 by 1986. The majority are based in cities like Rangoon and Mandalay and smaller towns.

The night schools which cater for children between the ages of 6 and 13 follow the standard curriculum of the four grades of primary day schools. Although children are encouraged to take exams at the end of each year, passing is not a priority.

The main aim is to give children a basic knowledge to help them with their everyday life as an adult. "They



Splendour in Rangoon... but life is hard and the child's day a long one.

should be able to grasp some simple maths, so they won't get cheated later on", explained one of the teachers at Ma Thauang's school. "They should be able to sign their names, read signs and fill in forms; simply, we are trying to help them understand the world better and make it less mysterious for them."

Those children who attend evening classes are highly motivated. Their attendance itself indicates a strong commitment and willingness to learn. After all, concentrating for three hours after a hard day's work is not easy for even the most disciplined adult.

The teachers are all volunteers who have been recruited through the Lanzin Youth, the national pioneer movement, and are either already teachers or high school graduates. They attend a two-week training course before they start teaching their classes.

Failing the problem teenagers

ISRAEL

An Education Ministry survey has found it is helping only about 600 youths out of an estimated 10,000 who neither work nor study.

Israel's Labour and Social Affairs Ministry reportedly deals with a few thousand more hard-core cases. But this still leaves the bulk of the problem teenagers without help.

Youth and social workers fear that these hard-core cases have a bad influence on other youths in disadvantaged areas, drawing them away from studies and jobs.

The Education Ministry survey reports the tendency among its youth workers to deal with the "easier" cases instead of concentrating manpower and budgets on the hard-core.

The ministry runs a programme for 3,000 disadvantaged, out-of-school 14 to 18-year-old boys of whom 21 per cent are hard-core cases. About 1,500 are involved in occasional delinquency and about one in five have at least one conviction.

The ministry employs some 300 youth workers in 48 localities. One of the main problem centres is Jerusalem, which has 4,500 youths out of work.

Eliezer Shmueli, the Education Ministry Director General, says that the Israeli defence force could channel some of the voluntary subscriptions it receives — donated by civilians mainly for educational purposes — to help the under-18s.

Benny Morris

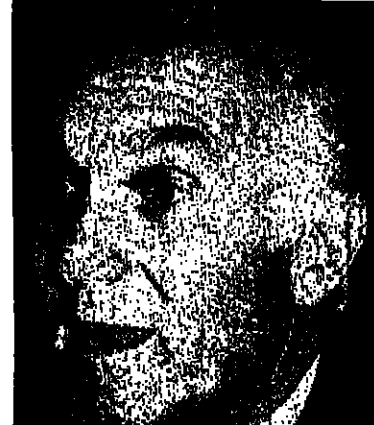
The military end term by bringing in new laws

TURKEY

Bernard Kennedy on sweeping changes in schools legislation

The school year ended with a bang in Turkey, as the ruling National Security Council approved the National Education Law. This brings together a set of policies which have been under discussion for some time: primary education will begin at the age of six instead of seven, compulsory schooling will eventually be extended to eight years and "religious and moral" teaching will become compulsory. But the most controversial issue is that of private schools (TES, February 11).

In spite of warnings that such a move would be counter-productive, the ruling generals have sided with the military in deciding that the *Ozel Dershanesi* — private schools existing for the purpose of preparing young people for the university entrance examination (and, in some cases, for the examinations upon which entrance



Hasan Saglam... attacking the private sector

to the more prestigious public and private high schools depends) — should cease to exist next summer.

The Education Ministry sees such schools as a source of inequality in education as well as a potential threat to its own control over the system as a whole. But when the Bill reached the NSC-appointed Consultative Assembly, many members argued that they fulfilled a useful function not adequately provided for in the state system, and that their closure would lead to even greater inequality, since only those able to afford individual tuition would have extra opportunities on an examination day.

The danger is that such schools will go underground, and that the Government will thus lose whatever control it had over them. When the Istanbul daily *Cumhuriyet* recently ran a feature about one secret school which was charging fees far in excess of the

permitted maximum, it was only publicizing the existence of something many teachers in Turkey's cities have known about for a long time.

Mr Hasan Saglam, the Education Minister, has promised that no mercy will be shown to such establishments, or to teachers working in them. But there remains the possibility that many teachers will opt out of the public sector in order to cash in on the increased demand for private tutoring — a capable and enterprising teacher in Istanbul, Ankara or Izmir can earn far more in a week through giving private lessons than his or her counterpart in a state school can in a month.

Much depends on the attitude to be taken by the ministry — and by Mr Saglam's civilian successor — over the next 12 months. It may be that many *dershaneler* will be given permission to continue their activities although they will then be subject to more rules and regulations than in the past. Some cramming schools already operate under ministerial licence, as do dozens of private language schools.

Meanwhile, the NSC has also approved legislation calling for fines of between 2,000 and 10,000 liras (£6-£30) for illiterates who willingly fail to take part in reading and writing classes. However, it is not clear how the new measures can be enforced.

● Turkish schoolchildren, even those over 18, will not be able to form their own associations, according to a Bill which seeks to make it difficult for university student societies to turn down applications for membership. The Associations Bill is to provide one of the tools used by the military government to keep a close check on the activities of those in education.

School computers set for official take-off

NETHERLANDS

Holland is to introduce computer education to secondary schools officially this autumn.

Eight hundred microcomputers, at a cost to the education and economic affairs minister of two million guilders (about £450,000), are to be lent to the first year of 100 vocational and

general secondary schools for a two-year experimental period.

Compared with England, France and Germany, computer education has never got off the ground in Dutch schools, mainly because of the economic crisis. In higher and vocational education the subject is taught to all students in institutes of technology and of home economics, as well as

some other higher vocational courses. This year, the Government spent 60 million guilders on computer education: far less than Parliament would like. However, it is one of the few remaining higher courses of study in Holland where there are good job prospects, especially in the higher schools of industry.

Lynne George

LETTERS

Exam results

Sir — Professor Flew's comments (TES, July 22) on my review of *Standards in English Schools* by the National Council for Educational Standards amaze me.

First, I was totally unaware that Lady Cox and Dr Marks had published any review, let alone a critical one, of the National Children's Bureau study of *Exam Results in Selective and Non-Selective Schools*, which was first published just over two months ago. I should be particularly interested to learn their reasons for disputing the conclusion, to which I referred at the beginning of my article (TES, July 8), that on 11 out of 13 comparisons of exam results there were no statistically significant differences between the two sectors.

Second, I was equally surprised to learn that Professor Wrigley had already "authoritatively endorsed" the review's conclusion that the NCB's findings were "not sustained by their own data".

One of us must surely be confused on this and several other issues and I would not like to be seen to be misleading your readers. As evidence of good faith, therefore, I enclose two cheques for £50. Please forward the first to Professor Flew's favourite educational charity when he has demonstrated to your satisfaction that the review of the NCB study referred to above had actually been published by the beginning of July. The second should be forwarded to Professor Wrigley's "authoritative" endorsement of that review.

DR JOHN GRAY
Division of Education
University of Sheffield

Deputy heads

Sir — I am undertaking research through Exeter University into the whole area of preparation for deputy headship in comprehensive schools.

I would be pleased to hear from any of your readers who have experience in this field. The following aspects are of particular interest: local education authority initiatives to train prospective deputies, positive school based attempts to prepare staff for this particular step, and tactics which individuals have employed to prepare themselves for deputy headship.

My hope is that I shall be able to establish a strategy through which aspiring deputies might prepare themselves for that role.

G G CRANE
Rushey Mead School
Mellon Road
Leicester

Asthma inquiry

Sir — I am inquiring into the effect of asthma on the education of children aged five to fifteen years and the provision made for asthmatic children in normal schools.

I would be very interested to hear from any of your readers concerning their experiences, either as a teacher or pupil.

SUSAN DEACON
Thornton Hill
2 School St
Fleckney, Leics.

Dull testimony

Sir — I was disappointed to read Robin Buss's review "Testimony of Labour" (TES, July 15). His review of the first episode in the Channel 4 series, *What Went Wrong?*, praised the form of the programme and suggested that it was a success. For the committed social historian this may be the case, but I suspect that for anyone less involved in the development of the Labour movement, the programme was profoundly opaque.

I would not disagree with Buss that to tell the story of the Labour movement, historians need to base themselves in the lived experience of the people who built it. Much of the testimony presented by the programme was fascinating and moving, but it was impossible to escape the fact that what Jeremy Seabrook gave us was a series of talking heads, narrated by a particularly grim talking head who failed once to crack the grim earnest-

Praise for a man ahead of his time

Sir — Further to your tribute to Brian Jackson (TES, July 8) I would welcome the opportunity to add my own personal comments about a man whose sudden and tragic death at 50 years of age has robbed the broader team of the education field of a man ahead of his time. Brian certainly had a direct influence on me, as he had on many teachers, as well as thousands of ordinary people.

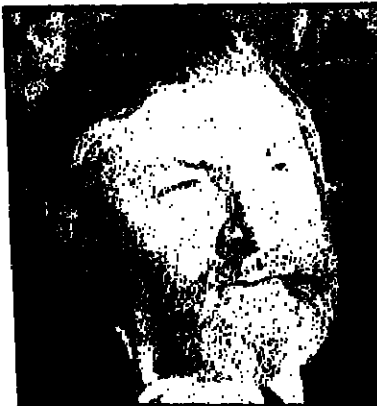
We all know that Brian had a marvellous way with words — he was a magic weaver of strands, both spoken and written — but it was his capacity to think, both clearly and objectively, to probe and research, to store and finally to harness those thoughts and ideas in order to become the innovative genius so many of us loved and respected. Concomitant with these thoughts was his resolute belief that education should be freely available for all ages, at all times and in all places. It was his clarity of purpose

and definition, his charisma and, above all, his persuasiveness, that enabled him to succeed here where others failed or simply gave up.

The successes are well chronicled — the Open University; ACE; the National Extension College; education shops in Coops and at Butlins; and more recently, the National Children's Centre in Huddersfield, (where I had a modest part in its inception) which has played a leading role in offering sensitive programmes for the care of young children, involvement with parents, and skill training for young unemployed.

Each of these has provided opportunities and support for so many ordinary people to learn and grow in confidence, to gain both self-respect and tolerance for each other, and to acquire that gentle dignity of life which was the hall-mark of Brian Jackson.

A little known quality of the man



Brian Jackson was his interest in, and support for the elderly — on his frequent visits home (Huddersfield) he always found time to call on his old friends and the pleasure given was always mutual.

I shall remember Brian for his support for my own efforts in the development of a harmonious society, and for his friendship and his comradeship — and I am sure that thousands of others will share such memories and wish to join me by endorsing these thanks.

TREVOR BURGIN
Former Senior Education Adviser
Kirklees Education Authority

Science change

Sir — With reference to your article by Nick Ward (TES, July 8), concerning the suggested change in thinking and approach to the teaching of science in secondary education, I feel that it is a most crucial move to be encouraged and desired.

An approach with increased emphasis on technology would seem to be in accordance with the time in which we live, but I feel of at least equal importance is the change in the overall approach to the teaching of science suggested by the Secondary Science Curriculum Review, and the broader curriculum implications contained therein.

Section 5 to 13, published by the Schools Council in 1972, and used by many schools, suggests that the teaching of science should be based on conceptual development and the furtherance of learning skills. To try to encase these within "subject" limits



does seem to narrow the aims and impose upon them arbitrary restraints.

The broad objectives put forward by the Schools Council include "observing, exploring and ordering observations; appreciating patterns and relationships; communicating; interpreting findings critically; posing questions and devising experiments or investigations to answer them; developing interests, attitudes and aesthetic awareness; acquiring knowledge and learning skills; developing basic concepts and logical thinking; and the underpinning objective is quoted as "developing an enquiring and a scientific approach to problems". The content of the curriculum may then be decided by matching these objectives to the developmental stages of the children to be taught.

It would seem that the implications of these objectives are wide ranging and can be applied to all areas of the curriculum. It would seem desirable for these practices and this approach to be adopted by those responsible for both primary and secondary science. If examination boards do not concur with the suggestions made in the report, then perhaps they could identify their objections and propose justifiable alternatives.

JOHN DOYLE
Headteacher
Walsden Junior School
Tadworth
West Yorks

Pregnant pause

Sir — I am delighted that "teachers in Haringey are poised to get the best maternity and paternity deal in the country" (TES, July 22).

What provisions do Haringey intend making for their pupils whose teachers will disappear for as long as 63 weeks? Will Haringey replace them

with others who have similar qualifications and experience?

If not, I suggest that Haringey pupils will suffer from the worst maternity and paternity deal in the country.

LINDA DOLAN
Head of First Year
Alperton High School
Wembley
Middlesex

history is more than this. It is also about solidarity and sharing, social and neighbourliness. It is about suffering endured, but also of battles won.

If these elements are not included, but it is unlikely to attract an audience. The working class classes understandably want spice and action in their popular entertainment, and react with indifference and hostility to attempts to educate them without these. The best television about the Labour movement has been provided by drama as such, in work like *Leeds United* and the early *When the Boat Comes In*. For the most part, however, the record has been, like the recent *Alan Plater effort The Clarion Van*, worthy but dull.

If it is not time to take working class history out of the hands of historians and professional educators?

T L FISHER
49 Lovatt Street
Stafford

EFL styles

Sir — Many think that there is "a method" of teaching English as a foreign language, and that it is infallible. My experience as an EFL teacher leads me to believe that there are as many methods as there are teachers, and an approach which one teacher finds helpful with one class will not necessarily succeed when tried by another with a different group, as Lynne Reid Banks' work in a Gallic kibbutz showed (TES, June 17).

Each must work out his own individual style, and adapt both method and material to the type of learner he or she has to teach. Knowing the child comes first in any approach. That is the key to successful teaching. Teaching immigrants English is a jolly hard work. It is both mentally and physically tiring. Even story time, which with an English class is a delightful relaxation, is horsework for an EFL teacher in the early stages. Nevertheless, there is a sense of achievement at the end of the day.

FRANK CASTELLINO
105 Oak Lane
Upchurch
Kent

Air time

Sir — In your article about the Health Education Council's "My Body" project (TES, July 1) you referred to the five BBC school programmes on the lungs and breathing and stated that they will be on television. This is incorrect; the programmes, which start in the autumn, are radio and radiovision — that is radio accompanied by filmstrip.

PETER WARD
BBC School Radio
Broadcasting House
London W1A 1AA

No offence

Sir — I'm astonished, and a little disturbed, at Mrs Martyn-Johns' intemperate reaction (TES, July 22) to what I consider to have been simply a light-hearted advertisement.

The cause of racial harmony is not advanced by people seeing offence where none is intended nor, indeed, existent.

ROLAND CASTRO
Managing Director
Time Off Ltd
2a Chester Close
Chester Street
London SW1

Courses

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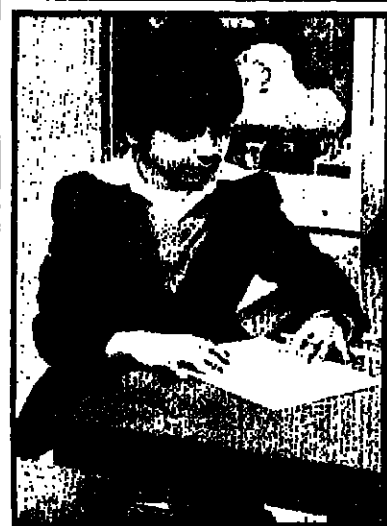
The course will also consider aspects of evaluation. There will be a workshop presentation by members of the TEA Group (Theatre in English Abroad) and a book exhibition by principal publishers. The Director of Studies will be Len Moody (H. L. B. Moody), formerly an English Language Officer with the British Council and of the Institute of Education, University of London. He is the author of many ELT books including *Varities of English* published by Longmans.

Qualifications and Members:
Applicants should be qualified and experienced teachers of English as a foreign or second language, holding positions of responsibility in teaching institutions, teachers training institutions, university departments or Ministries of Education.

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Residential course members will be accommodated at an hotel.
Further information and application forms can be obtained from your local British Council office or from the Director, Courses Department, The British Council, 65 Davies Street, London W1V 2AA.

LETTERS



Tongue-test

Sir - Amid the pressure for schools to help children of linguistic minorities to treat their mother-tongue as part of the curriculum, has anybody given thought to the question of examinations?

To the best of our knowledge all GCE and CSE examinations in modern languages are designed as attainment tests for native speakers of English; that is, for a native speaker of Turkish at O level in that language would not be evidence of competence in written Turkish similar to the competence in written English required for O levels in English. The difference in target standards must be about the same as that between an eight-year-old and a fifteen-year-old. If our impression is accurate, the mother-tongue movement will be studied until the boards publish syllabuses for single-language examinations at an appropriately high standard.

SUSAN and MICHAEL LYLE
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Berks

Training tip

Sir - Professor Craft and Dr Atkins are right to be concerned about the lack of training for teachers of ethnic minority language (TES, June 24). However, their report is not quite accurate. There is somewhere where trainees, and others, can obtain training. The Royal Society of Arts Examinations Board has introduced a diploma in the teaching of community languages which is intended for those working in mainstream or supplementary schools and colleges as teachers of languages, or for qualified teachers in other disciplines who wish to become language teachers. The scheme will be run at six centres this year on a pilot basis, and after that it will be available generally.

H E ORCHARD
Secretary for language
The Royal Society of Arts Examinations Board
John Adam Street
London WC2

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Culture wallahs

Sir - As a writer Farrukh Dhondy offers an encouraging model for the solution of the problem of creating fiction for young British Asians (TES, July 8). But I find Farrukh Dhondy the critic less encouraging. Leaving aside his remarks about the Asian older generation, his main thrust seems to be against the "multi-culh wallahs" and another group of wallahs who appear to use words ending in "-ist".

In this respect he lines up not with anything new or radical, but with the most conventional of establishment critics of children's literature (the Eng-Lit wallahs). They are striving to keep their aesthetic pure and un-

lied by any new criteria which recognize the passage of time since Matthew Arnold championed "what is excellent in itself and the absolute beauty and fulness of things".

If Matthew Arnold the HMI could lay down the law on fiction, and he certainly had great influence over the now traditional use of literature in schools, then why should the multi-culh HMI's not now have their say? Whatever their mistakes they could hardly do worse than the status quo wallahs have done in respect of literature for young Asians.

Now Dhondy may believe, as he says, that criticism does not create works, but can only "mould important individual works into a whole". The trouble here is that Dhondy simply

echoes T S Eliot, yet another of the critics who have so moulded the "whole" of literature that those left out of their scheme have inordinate difficulty in expressing themselves in a way that can be recognized.

When Dhondy further says that these important works were "written to be literature, not to fulfil a socio-political-educational role" he shows signs of having been totally absorbed by the conventional view.

What is this "literature" which exists on a plane of its own apart from "socio-political-educational" considerations?

This literature-in-itself notion is a critical reflection of a social system which while in the first full flood of its development (Matthew Arnold

caught it on the turn on Dover Beach) had no hesitation in looking at the socio-political-educational elements in literature. Now, however, somewhat jaded and having no lessons to teach anyone, it sees literature as being above such sordid considerations.

The fact is that these groups Dhondy is so scathing about are alive - the ghosts of Matthew Arnold and T S Eliot are not. Renewal of literature, and that is what we are talking about, comes from the crudities of the new rather than the refinements of the old. Dhondy must know that as a writer. He has yet to recognize it as a critic.

ROBERT LEESON
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All too human

Sir - It is a little disconcerting to be faced with an opponent in controversy, who has, apparently, a special dispensation from the Almighty. However, still trembling from the effects of Ian Wait's Olympian thunderbolt, I will do my best to respond.

On what grounds does he believe that the production of screws, or any other industrial operation, is "a mechanistic process devoid of values and ethics"? I venture to suggest that no human activity is devoid of ethical issues and value judgments - not even the publication of *The Times Educational Supplement*.

Assessment of the results of the educational process may well be more difficult and delicate than the assessment of the results of the screw-making process - though the latter has its longeurs as any production manager would tell us.

Experience and hindsight teach me that, as the ex-principal of a couple of minor technical institutions, I have been, in my time, responsible for few managerial muddles. I am quite certain that the institutions of which I was head would have been more effective in achieving their aims had those muddles been avoided.

With due recognition of the professional status of educationists, I suggest that the educational process is not an esoteric ritual of which the high priests are to be found in university and polytechnic education departments. Neither is it a revelation from heaven inscribed on tablets of stone. It is, I venture to suggest, an all too human attempt to develop the talents of the population of whom the majority, alas, are mortal.

T E ASHTON
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South Glamorgan

Study skills

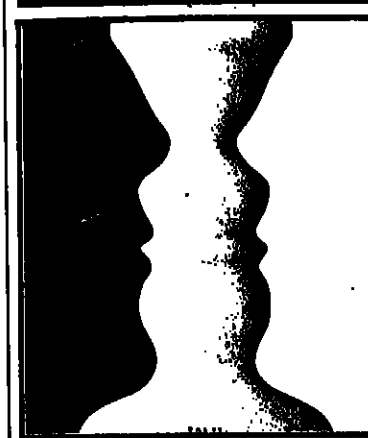
Sir - Mrs J Chubb asks in your columns (TES, July 8) for information on study skills. I will gladly put her in touch with schools in this area with such programmes, but would respectfully suggest that she approaches her own teachers' centre warden who will know the local scene, and who can gain access to the national scene through the network of the National Conference of Teachers' Centre Leaders.

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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Textbook censorship

CHARLES WHYNNIE-HAMMOND



Time to think

TONY EVANS

Given the unique responsibility of British secondary schools for determining what is actually taught less by lesson in each subject, curriculum development has a surprisingly low priority, at least in terms of a proper allocation of time and staff.

Quite rightly, pastoral and administrative duties are recognized as time-consuming and staff are allocated time to carry them out. It would be unrealistic to give the person in charge of the school timetable a full teaching week and still expect an effective timetable to be produced.

In contrast, detailed development of the curriculum in each subject area is rarely given any non-teaching time, despite the central importance of this activity to the success of our schools. When developing a non-examination science course for the "Easter leave" year, or an English language scheme for fourth year "accelerated" O level group, for example, objectives will need to be established; a variety of resources developed and produced by teachers and ordered from publishers; a detailed schedule of lessons, projects and pupil assignments planned; assessment techniques adopted; and guidelines produced for those teaching the course.

With a full teaching timetable, plus a few "marking periods" often used to take lessons for absent staff, it is not possible for the teachers involved to carry out complex curriculum development programmes of the kind listed above during normal school hours. New courses have to be developed before and after school, during the lunch hour, in the evenings and at weekends. This is in addition to the normal workload of marking and

upon self which mercifully provides hamburgers-frites, can they feel more themselves. Here they spend most of their time and their francs. The ski trip at our posh voluntary school starts well. They all have a super summer time. Their uniform bobble hats (knitted in advance) do indeed make for efficient identification on the snow-covered slopes. But at the end of the day, the blue and gold hats become targets for mockery. After too much *glühwein* (and worse), taunts fly, then fists, glasses and furniture. Next morning the hotel presents an estimate, neatly typed: "Damages to furnishings of bar including glassware, furniture of seating, broken wood fittings, sundry dirtying and offensiveness to premises". An amount "exceeding 30,000 Schillings" is mentioned. Only the intervention of a vice-con-

son, with suitable guarantees, secures their departure. He is, of course, an Old Boy.

Meanwhile, in Weston-super-Mare, the teachers from Sunnybank JM and I are pre-laying the plank of fresh air/rum on off their feet/feet.

The party from Culture and Anarchy Comp pulls into Amiens. Away from their "manor", the pupils cluster round their teachers for security. Baffled by bids, bolsters in beds and baguettes, they find it difficult to relax. Only when they chance

As the author of *Elements of Human Geography*, I would like to reply to David Wright's article (TES, July 15) on the racist undertones in modern geography textbooks.

So geographers are now expected to portray the earth, not as it is, but as people like Mr Wright think it ought to be or would like it to become. How dull the subject would be if we dwelt incessantly on the similarities and not the differences which so enrich the world about us. Surely it is the existence of these very differences which is the *raison d'être* of the subject.

And in ordering such differences - race, religion, language, etc - is it not reasonable to discuss especially those (such as race) which are correlated with location? All racial groups are aware of, and take pride in, their own separateness: to ignore the differences between groups is to devalue them and to rob them of identity. (In the same issue of *The TES*, on page 19, I noticed an article "Beverly Anderson recommends children's books with an authentic black voice".)

With regard to the mental attributes of races Mr Wright criticizes my reference to "discredited" psychologists (his adjective). First, I do not approve or otherwise of such psychologists and am not qualified to comment on their professional status. Perhaps Mr Wright is. Second, if they are "discredited", is this description based on scientific evidence, personal reputation or on social/political grounds? Perhaps they are discredited only because they collide with suppositions of people like Mr Wright.

Three further aspects of Mr Wright's review seem to me intellectually dangerous. One is the selective interpretation of words. Authors, it appears, can now be condemned on the basis of secondary or alternative meanings to ordinary English words (eg. "thick", "woolly"). Nearly all words have a range of meanings. Perhaps Mr Wright would like to design an ideologically pure Newpeak that we might all be permitted to use.

Elsewhere Mr Wright criticizes both textbooks not for what they say

but for the implications of what they do not say. That is, the authors are being pilloried not for what they think but for what he thinks we think. On with the book-burners!

The third point of questionable validity is Mr Wright's assertion that "... by describing people's alleged perception, they are encouraging the perception they describe". Philosophically this is a very dicey argument. Does this mean we only ever report the words and thoughts of the pure in heart and never report those of real people about us?

As for myself, I was born and brought up in a multiracial part of London (Haringey) and teach at a multicultural college. I do not believe my students and neighbours are as hypersensitive as Mr Wright is on their behalf. He insults their intelligence. Few of them would wish to join in any bed I and they can do without patronizing advice from rural East Anglia.

Charles Whynnie-Hammond teaches at Southgate Technical College, Enfield.

Pupil interviews

MARGARET VIPOND

For several years, I have wondered if classroom interaction, and therefore learning, could be improved by setting up the pupil-teacher interview as a regular part of the educational process. Every teacher should make time available once or twice a year to see each child individually.

The opportunity to try this idea out came when I had a student doing a teaching practice with my class recently. Although the interviews were outside the classroom, they enabled me to improve the learning of a number of children in the class.

As a parent of three children, I know that when one or more of them has a worry - academic, social or emotional - it can affect his or her learning profoundly. They often feel, rightly or wrongly, that their teacher does not have the time, or that their problem is not important enough to be mentioned.

The parent can communicate the child's worries to the teacher in the time set aside for parent/teacher consultations. But the child has no such private facility. It could be argued that the good teacher should be aware of any problems anyway, or at least should be approachable. My own feeling is that many children are sensitive to the pressures on a busy teacher, that many are shy, and that many children, apparently self-confident, do not wish to be seen to be worrying about "small" things.

My conviction about the benefit of greater communication was further strengthened, when I found myself back in the learning situation again this year, when I realized the importance of the tutorial as a means of improving learning.

A friend's son who was about to enter the sixth form at his comprehensive school had his first interview with a teacher in 10 years of schooling. This boy had continually lacked motivation, but he came home from his interview stimulated and encouraged by a teacher who seemed interested in him and his progress. His mother wished such opportunity had been made available earlier in his school life.

To try my idea out this year I held an interview with each child in my class on two afternoons, allowing up to 10 minutes for each child.

This dispensed a multitude of problems and I made brief notes of them all. They ranged from "I worry about the way I hold my pencils" to "my brother and I are in the playground" to "the safety of the climbing frame in the playground worries me".

But I deduced certain facts. The brighter children and the weakest children have special needs. Some bright children who appeared to be competent and confident had many worries of which I was unaware, and some of the weakest children said they had no problems.

Perhaps the weak child is neither perceptive enough to know his weaknesses, nor can he communicate them, the average child possibly communicates best because he had less to lose, whereas the bright child had his pride and also concealed his problems.

If I never have a student again I would still like to spend several lunch-hours each year meeting the children individually, simply because I have found the experience so valuable.

As a result of the interviews there was a definite improvement in my relationship with every child in the class. The atmosphere is more harmonious than before. It was not hard to find a balance between the friend/counsellor in an interview and the "distancing" which the teacher must adopt to have class control.

The children now know that I want them to work in the most appropriate conditions and that I understand their problems. We can work together to accomplish common goals, and feelings of positive self-esteem, security and involvement must follow.

The pupil/teacher interview is long overdue as the right of every child.

Margaret Vipond teaches at Pimston Junior School, Worcester.



Alternatively, the same effect would be produced by giving a team of three teachers a two-thirds time table for a year, with the remaining third used for curriculum development.

Another strategy would involve a "block" of teachers arranging teaching and course development between themselves. For example, if six teachers were timetabled to teach 140 pupils CSE maths on a Monday morning, a system where five classes of 28 pupils were taught could operate at agreed times; thus freeing one teacher to develop course materials, etc.

One argument against such arrangements is that other staff might object, on the grounds that writing a massive syllabus for a year is less demanding than teaching 42 for period 7 on a Friday. However, the whole point of such extra non-teaching time would be eventually to reduce the burdens on subject staff by giving the school better produced, more relevant schemes and teaching materials.

Unlike staff seconded to out-of-school courses, staff working on the

curriculum within a school would be accountable to their colleagues. Curriculum materials would be produced on a continuous basis, tested by the rest of the staff involved in the subject area and modified according to experience. If throughout the year a whole department felt the benefit of a very well-organized and supported area of their work, then objections should be minimal.

Ideally, local education authorities should recognize the importance of curriculum development by providing extra staff for schools to support such programmes. As this is unlikely to happen in the present climate, it is up to individual schools to make their own arrangements. A proper provision of time for curriculum development is essential if our schools want to remain successful as well as independent of central control over what is taught.

Tony Evans is head of English at Caldicot Comprehensive School, Gwent.

upon self which mercifully provides hamburgers-frites, can they feel more themselves. Here they spend most of their time and their francs. The ski trip at our posh voluntary school starts well. They all have a super summer time. Their uniform bobble hats (knitted in advance) do indeed make for efficient identification on the snow-covered slopes. But at the end of the day, the blue and gold hats become targets for mockery. After too much *glühwein* (and worse), taunts fly, then fists, glasses and furniture. Next morning the hotel presents an estimate, neatly typed: "Damages to furnishings of bar including glassware, furniture of seating, broken wood fittings, sundry dirtying and offensiveness to premises". An amount "exceeding 30,000 Schillings" is mentioned. Only the intervention of a vice-con-

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FEATURES

The secret garden

Established before Kew, the Chelsea Physic Garden has only just been opened to the public after 300 years
Stewart Borrett reports



Coocooned in just under four acres of prime Chelsea land and virtually unknown to the general public lies the Chelsea Physic Garden. Though 100 years older than Kew Gardens its existence has been kept secret by high walls and it only opened to the public for the first time last April.

The garden was founded in 1673 by the Society of Apothecaries of London. At this time the word "physic" meant "pertaining to things natural" as opposed to the more modern idea of the word meaning "pertaining to the physical doctors". The garden does have, since it was founded by the Society of Apothecaries who were the chemists of the seventeenth century, many medical plants, drug plants, dye plants, culinary plants and plants used in homeopathic medicine, but a great many other plants and trees grow here which have nothing to do with medicinal herbs. However, the garden's roles have always been twofold: educational and scientific.

Throughout its 300-year history the garden has had its ups and downs. From the founding, not all the gardeners (as the curators were called) were skilled at the promotional side of the job. Nevertheless within 10 years of its foundation, there started an exchange of seeds and plants with Leiden, which has lasted to the present day. In 1981 6,100 packets of seeds were sent out and 1,200 species received, some even from Iron Curtain countries.

In the 1690s the garden declined, but help was soon at hand. Having bought the Manor of Chelsea from Charles Cheyne in 1712, Dr Hans Sloane became owner of the garden's freehold. Sloane was a wealthy physician who had studied at the garden during his training. The Society of Apothecaries appealed to him for financial help. In 1722 the garden was virtually refounded and a lease was granted to the society at £5 a year in perpetuity, "on condition that it be for ever kept up and maintained by the company as a physic garden".

To make certain that this happened, Sloane's conveyance required 50 plant specimens to be delivered annually to the Royal Society until 2,000 pressed and mounted species had been received; this continued till 1795 when the total reached 3,700.

Sloane's other major benefit to Chelsea was instigating the appointment of Philip Miller as gardener in 1722. Miller became the greatest botanical horticulturist of the eighteenth cen-

tury. A contemporary panegyric by Peter Collinson, the botanist, recorded: "He has raised the reputation of the Chelsea Garden so much that it excels all the gardens of Europe for its amazing variety of plants of all orders and classes and from all climates as I survey with wonder and delight the nineteenth July 1764". Miller's reign at Chelsea extended for nearly 50 years, in which time he collected species from throughout the world.

During the later part of the century the garden underwent another of its recurring financial crises. The Society of Apothecaries of London decided to wield the knife: they sacked its labourers, sold one greenhouse, discontinued heating another and appealed for money - and just managed to keep the garden going. The Physic Garden was but one of its concerns; the society played an important role in medical education, and during the century the importance of medical botany in a GP's training became less and less.

Furthermore the society felt that the garden was no longer suitable for the purpose of a botanical garden because of atmospheric pollution in London, and the impoverished state of the soil. The water table had been greatly lowered by the building of the Chelsea Embankment in 1874 which cut the garden off from the river.

Sir Hans Sloane's lease had provided, should the Society of Apothecaries ever wish to relinquish its trust, that the garden was first to be offered to the Royal Society and then to the Royal College of Physicians. Since neither was ready to accept, an application was made by the apothecaries to the Charity Commissioners for a scheme.

Since Edwardian times the City Parochial Foundation, a charitable body in Fleet Street, has been responsible for running the garden. Recently, however, due to the difficulties of management from Fleet Street and the general expense of running the garden, they offered it to other organizations, notably the National Trust who required a large endowment to take it on. In the end a committee was formed by Dr David Jamison to save the garden; it was successful and since April 1 a new set of trustees has been in charge.

Under them the garden is run by an administrator, Philip Briant, backed up by a garden committee as an advisory body. The garden has a staff of five consisting of the head gardener, a seed-collector and three under-gardeners.

sizeable enough to outnumber many a primary school class. For that early August day was the one time in the year when my mother's side of the family stirred from their perpetual slumber and made their sole annual pilgrimage to gather together, exchange terse domestic notes and then depart in search of another 364 days' hibernation.

My father's family were generous to a fault, joining and rejoining by the hour in a ceaseless series of kinship patterns that might now earn them the label of the Ada and Harry Midwinter Formation Dancing Team. So, by comparison, the Silas Murmureish proclivity of the distaff side was quite perplexing. The historian David Thompson has spoken of "the incorrigible immobility" of the 1930s. Hermit-like, my mother's relations personified that mood, and existed in not too splendid isolation. They were an emotional step behind Robert Louis Stevenson. If to travel hopefully was better than to arrive, then it was better still not to have started out in the first place.

Just once a year, then, they appeared, apparently spontaneously, at the gates of Belle Vue, their normal stationary tendency briefly overcome. Like those soldier ants or locusts which abruptly collect and travel en masse, they automatically found their various routes, by tramcar and trolleybus, until, by perhaps 11 o'clock, some 30 or 40 well-nigh total strangers had identified each other and coalesced into a zoo-visiting clan.

An entry lengthily affected, the first thought was of dinner, and skirmishers and foragers were dispatched to reconnoitre the terrain and establish a catering beachhead in the oddly-titled American Bar, where you were allowed to eat your own comestibles. For, unlike the locusts and ants, my maternal relatives carried their rations with them. We soon occupied a bigish corner in that covered picnic hanger, and tipped out the goodies.

Once more seemingly without planning, although probably by the decree of ancient convention, everyone had brought a rational contribution to the feast which didn't mean we ended up with, for instance, half a ton of tomatoes. It was a kind of cafeteria collective, perhaps inspired by the cooperative pioneers of nearby Rochdale. Hundreds of butties, scores of fairy cakes, lettuce by the dozen - the deal

FEATURES

Didn't you used to be Keith Chegwin?

Hugh David talks to the children's entertainer who won't swear, mention the IRA or talk down to children.



Stewart Borrett is a media resources officer at Hurlingham and Chelsea School, London.

tables were soon heaped with the provisions, while patrols were deployed to purchase large jars of blackish tea. By the time this vitriolic soviet had completed its negotiations, concluding with extensive speeches of praise and thanks to the constructors of the slab cake or the erectors of the brandy snaps, it was well into the afternoon.

There then ensued a short and predictable debate about what to do next. The adults favoured looking at the animals, which was improving and free; the youngsters opted for the funfair, there was, for example, a rolling caterpillar which intermittently covered its passengers in a canvas sac - which was neither improving nor free. The motion was passed in favour of the former view, on the grounds of there being no representation without taxation. A compromise resolution, involving a three-penny ride on the elephant and an ice cream cornet, was also heavily defeated, but treacle toffees were distributed by way of compensation.

It was now four o'clock. Anxious thoughts among such inexperienced travellers were entertained about the homeward journey and the need to depart, as it was mystically said, "before the traffic". Quickly, astonishingly, the retreat commenced.

Like bizarre hardy annuals, they blossomed regularly and without fail, however briefly, once each year, and then faded as swiftly. Their annual conference was at an end. Our delegation to the Regional Convention of Mother's Kinfolk trolley-bused, tram-carried and electric trined its own journey home, having spent the day on an intensive study of our nearest and dearest, attempting to imprint their personalities on our minds so that we might recognize them some time, some place, some spot on the dial, next year.

In practice, we had achieved nothing more than having been out for a self-help meal, far apart from a future glimpse of an ill-tempered giraffe when we took a wrong turning during one of our foraging expeditions, we had not really seen any animals. It was, nevertheless, a zoological experience of immense value, and the Belle Vue authorities might have done worse than to have permitted all their animals leave to have watched us feeding. Pray Heaven those invading regiments of children in Regent's Park fared better.

Instantly recognizable to children, Keith Chegwin falls (along with pop stars like Sting and Debbie Harry) into that category of people who, for most of us, have "made it", but after our time. Isn't he? ... we say: didn't I see him on? ... before the children's or pupils' groans put an end to such speculation. Keith Chegwin - Cheggers - is quite happy for it to remain so. At 26 he has already accomplished more than most of us do in a lifetime; if we haven't heard of him it's hardly his fault we haven't listened to Radio 1 or got up early enough on Saturday mornings to catch BBC's *Multi-Coloured Swap Shop* or more latterly *Super Store*.

"I can't say I consciously made the decision to be a children's entertainer", he says. "I think it just occurred". But, you interrupt, the BBC don't give children's programmes to just anybody, straight off the street (what have I been doing all these years; if only they did). "No" - and with little more than a smile as introduction he launches into his life story, ten minutes of anecdote and reflection, no doubt honed and polished by frequent repetition, but still lively and genuine.

The Chegwins - Keith, twin brother Jeff, sister Janice and their parents - lived in Liverpool. There was a summer holiday in Rhyl, a talent contest in which Keith sang a Des O'Connor number - "Believe it or not I'm probably the only fan of Des O'Connor" - and predictably won. The prize was a holiday at Butlin's. He was approached by a chap called Mr Jackson "who said, would I like to join a concert party called *The Happy Wanderers*, which sounded like a football team". He did, and a stream of charity shows followed - all before he was out of short trousers.

Then, inexorably, there was *Junior Showtime*. He was 10, sang *What a Wonderful World* and still winces at the thought. (Someone, somewhere must have the tape.) Thereafter the pace quickens. He comes south, to London, to the Barbara Speake Stage School: "Very good if you do want to be in the business, if you don't it'll churn you up and make you work in Woolworth's". No chance of that: "It sounds stupid but even at the age of 11 I knew what I wanted to do. I wanted to perform in front of an audience".

He doesn't have to wait long. In his mid teens he makes seven films for the Children's Film Foundation, *Egghead Robot*, *Robin Hood Junior* - "in which I played Robin Hood in a pair of pea-green tights" - and others, rather less memorable. There was an episode of *The Liver Birds*, even a part in Polanski's *Macheth*. Polanski, you say, impressed. He's not, and winces again: "I was the world's worst actor. I was so bad! That's why I do a lot of things now, so no one can put me down".

He gets bored with films; sees his limitations, perhaps, and moves over to music. As a member of the (now defunct) band Kenny he gets to number four in the charts. But there are management difficulties. Cheggers pulls out. Still in his teens, he assesses the situation: "I'm not now, but I used to be, extremely pushy. I used to sit at home and make DJ tapes and learn poetry for auditions. I used to phone and tell people I'd be good for whatever they had going". He has ideas too: how about a Michael Parkinson show for kids? He writes to the BBC about it. They don't like the idea but they see him (those CFF films have their reward) and Edward Barnes, now head of children's programmes, feels he's right for a new show called *Swap Shop*. He mentions Cheggers to a colleague.

"The biggest kick of my life was when this television lady called Rosemary Gill said, 'I want you to turn up on street corners on Saturday mornings and say, I'm here to swap your toys'. I thought she was talking the biggest load of bloomin' rubbish I'd ever heard, but being the sort of person I am, I thought, 'all right, I'll do your job and see how it goes.' So I turned up at Cardiff Arms Park at a quarter to ten one Saturday morning in 1976 and they said 'cue Keith!' and I turned round and said 'good morning, I'm here to swap your toys and goodies' - and literally five minutes later there were all these kids coming round the corner ..."

He uses words as other people use cards, building up elaborate castles in the air, sentence upon sentence, clause upon clause, before sending them all crashing to the ground with an odd, self-deprecating giggle. But he likes talking, you can tell. It's his stock-in-trade, after all, and he does it well. He's a good talker and has

time for everyone - the waiter in the restaurant where we met, journalists, children. Especially children. But: "I'll never talk down to children. I'll talk to a child of three or eight or 12 the same as I would talk to you. I mean, on Saturdays, I'll say, 'A very good morning to you, and what an atrocious morning it is' or 'I'll come out with some big word. I don't expect those kids just to wonder what it means. I expect them to say, 'Hey, dad, what does that mean?' That's the thing I try to do, and hopefully they'll pick it up. If they do, all well and good - and if they don't then one day they will".

He claims never to have really thought about his position as a children's entertainer, doesn't really see himself as one - "I've always wanted to be known as an all-round entertainer, but I know I'm not, basically because I haven't been able to fulfil what I want to do: say I'm a half-round entertainer" - but he has very definite ideas about it all the same.

"With kids I think it's very important to be you. My relationship with them is not like the child entertainer who says, 'sit here and watch me blowing up these balloons'. My appeal is that I'm their mate Keith, or their big brother. And when you're in that position - like other people who have been really good with kids, John Noakes, say, or Lesley Judd - you can't put on any airs and graces."

All the same, there is a balance to be struck. Isn't he concerned about his image at all, about the genial Cheggers who grins out of British Rail posters alongside his spiritual father, the equally approachable Jimmy Savile? "No, not really. The one thing I won't do though is swear in front of kids, because I'd hate a child to go home and say, 'well, he swore, so why can't I?' And I've always tried to look clean and healthy, and I think tried to be sensible as well. I do disagree with programmes I've seen on television that give kids this aggressive image. *The Tube* does, and I totally disagree with it. I don't think you should talk about IRA bombers to kids of 15 or 16. But I like *Grange Hill*. I quite enjoy that".

He laughs, as if to say, I do, honest - and then says it anyway, just to be sure. On screen and off, there's an openness and simplicity about him, an apparent guilelessness which is both appealing and the most obvious reason for his success. "I like Tony Blackburn", he says, and you believe him. He looks at you while he's talking, remembers your name and uses it; you have to.

But what about the future; you can't stay 26 for ever, even on television, and there aren't many children who'll accept a middle-aged big brother. "It's not that I want to, but I think time will make me move, not into adult shows exactly, but family shows. Even now I do a two-hour show with a band, I do cabaret and I do discos; there's *Cheggers Plays Pop* on the radio and I'm recording a new television series called *Anything Goes* which is basically for a family audience. But I've been quite successful with kids, and I won't knock it because actually I've enjoyed it very, very, very much. I mean, I was at Thorpe Park the other week and I had this kid come up to me and say 'didn't you used to be Keith Chegwin?' That was really nice".



The series about people outside education who may influence the way young people think and act. Next week: Henry Cooper. Next week: Henry Cooper.

MONKEY BUSINESS

by Eric Midwinter

defending his title; the Moscow State Circus, starring Oleg Popov, probably the greatest-ever clown; Foden's Motor Works Band winning the National Brass Band Contest; Aneurin Bevan thrilling a huge Labour Party rally - these are but a bare handful of memories of that massive park.

The golden age of collective leisure has chiefly passed, and Belle Vue, one of its major hubs, has slowly dwindled. With a dulling shock, generations of Mancunians listened a year or so back to the death-knell of the zoo, and then, last Christmas, the demise of the circus, home for half a century of George Lockhart and his famous performing elephants, was announced.

It has to be admitted that the zoo had a somewhat woebegone and threadbare appearance and reputation, probably because its urbanized surrounds were much less attractive than the regal purlieus of Regent's Park or the sunny gardens of Chester, let alone the savannah-like expanses of the safari parks.

During the thirties' depression one unemployed denizen of nearby Ancoats inquired diffidently after a job at Belle Vue. The leading gorilla had unfortunately just passed on to that other Eden, and Whitsundae was approaching. The uninitiated may not know that Whitsun was then a very special Manchester holiday, marked at either end of the week by Protestant and Roman Catholic "walks" or procession of witness. Did the sun shine ever so weakly, the mums would complacently say: "God knows his own"; did the heavens open and, more usually, drench the juvenile testifiers, the mums were not to be philosophically outpaced: "God waters his little flowers", they would remark. The zoological authorities were rightly concerned about the loss, at such a juncture, of a popular attraction, and recruited the applicant as a surrogate, garbed in the deceased beast's hide. It was, he decided, better than walking the streets, as Wilfred Pickles said of being a postman.

Unluckily, his enthusiasm and energy marred his judgment, and he sallied over the wall of his cage and landed in the lions' den. The sleepy lions awoke, metaphorically rubbed their eyes, majestically climbed to their feet, and strolled menacingly over, each looking rather like Leo the MGM mascot, toward the distraught alter-Tarzan. In the crisis his nerve failed him. He stood up and yelled for assistance. "Help, help", he abjectly cried. "I'm not really a monkey; I'm a man". The nearest of the pride hissed at him urgently: "Shut up, you silly fool, or else we'll all get the sack".

What is salutary about that tale of the monkey manqué is that only those not in the know regard it as mythical.

As I watch the lines of dynamic duos laying siege to the Regent's Park Zoo, a composite memory returns to me of summer outings to Belle Vue, not school but family-based, albeit

REVIEW



"Single-handed"

A LICENSED FOOL

Tim Thomas, fellow in theatre studies at Lancaster University, talks to David Self about his role

The scene is a campus café apparently known as the Grease Pit. With enthusiasm worthy of a more inspiring setting, Tim Thomas describes his present role as fellow in theatre studies at Lancaster University: teaching, playing Macbeth in one production, directing another, presenting his own one-man show, preparing for the Edinburgh Festival. He breaks off in delight at the fun of it all. "You know, every big institution, like a university, should have a licensed fool. Someone who comes along after something important has happened and who is just, well, funny."

What is it about the Theatre Studies department at Lancaster University that should make him seem a suitable recruit to their teaching establishment? It is both a young and a small department. It came into being four years ago and this summer saw only its second group of finalists. It is allowed a teaching staff of three and a half, the half being an administrative and financial decision very sensibly exploited by appointing a fellow for six months (effectively two terms) of each year.

It offers a variety of courses ranging from theatrecrafts to Shakespeare in the twentieth century and from medieval English theatre to television drama. Entry is on A level results (a B and two C's is the going rate), interview and a practical. "This is not an audition," says Keith Sturges, the head of department. "It's a workshop. We're looking for people who have done something, who'll come and talk passionately and show enthusiasm."

At Lancaster, Theatre Studies form half a degree course. At the moment they can be followed in conjunction with English or French; soon the options will be extended, it is hoped, to include German and Education. The course traces a delicate path between the academic and the vocational. "We are not in competition with the stage schools," says Sturges, but then agrees that they are keen to give every help to a student who wants to act. He remembers that it was "quite a battle" to get the department together. There was opposition from, for example, physicists and chemists who felt it would be "people leaping about with make-up on, doing what could easily be a spare-time activity". Neverthe-

less the department was founded and has won considerable support and admiration. When the University Grants Committee was seeking cut-backs, the University gave the Theatre Studies department its unanimous backing and its future now seems assured.

So why, when seeking to appoint someone as the "half" member of staff for the first six months of this year, choose someone with no teaching experience?

Tim Thomas is certainly well qualified for the part of "licensed fool" or court jester. While at Oxford he starred in the university review where he had his first taste of fringe theatre. For two years he had his own rock band, he has been involved in Thames Television's children's programme *Rainbow* and regularly presents his one-man show *Single-handed*. This mixture of musical parodies, elastic mimes and satires that are sharper than you first think makes an entertainment that is almost painfully funny.

But Thomas is more than a clown. His first job on leaving Oxford was as a production trainee with Granada Television where he worked on *World in Action*. He became a producer for BBC World Service, and then their correspondent in East Africa. Next he decided to act. ("I can't stand reality," he admits in an aside.) For six months he worked at the Mercury Theatre at Nottingham Gate and then for eighteen months he was with the Freehold Company. For a time he worked at the Duke's Playhouse in Lancaster and while there he developed a love for the surrounding countryside. When a six-month fellowship in theatre studies at the local university was advertised, "it seemed natural to apply".

Keith Sturges is glad he did. "We wanted someone who smells of greasepaint, someone who could make original contributions and someone who would very quickly get to know the students." Thomas has certainly fulfilled these hopes and expectations. Students speak of him with affection and, after a tiring rehearsal,

with concern. "You have worked hard this term," says one, suddenly aware of his almost non-stop encouragement and commitment.

One of his major occupations has been to direct the second year students in Brecht's parable about the rise of Hitler, *The Resistible Rise of Arturo Ui*, a play and a production which form part of the students' course and on which they will be assessed. This particular play was chosen for production because it offered a large cast and scope for invention. It is not an easy play to realise. Set in Chicago (Hitler is parodied with a small-time gangster), it is a mixture of parody, pastiche and horror story.

Even allowing for the problems inherent in Chicago and New York accents, it must be admitted there were spells when one wondered if the department might not have done better to appoint one of those lady voice coaches now so little in fashion or followed the tradition of some stage schools in not allowing audiences to see in-course production.

The play was given in the university's friendly Nuffield Theatre Club, a rather well-equipped and acoustically good studio, and it must be said that many speeches did remain inaudible or unintelligible. The very funny and key scene in which Ui employs an actor to rehearse his public image was massacred, and the horror rarely emerged from the black farce. Nevertheless, partly due to the splendid Chaplinesque playing of one student (Nick Murchie as Ui) and especially due to the enthusiasm of the cast, the production developed pace and, in the end, reminded us just how dictators rise to power if you are not careful.

What it showed above all was the commitment and invention of the students. Tim Thomas speaks wonderingly of their energy, and students in other disciplines stare in disbelief at the hours the theatre studies students are prepared to work.

Keith Sturges is realistic about any failings. "English literature doesn't claim it's going to turn out novelists. If our students want to act, we recommend they should go to drama school." His recommendation is partly practical. The university department is not in a position to let its students obtain that vital passport to the profession, an Equity card, nor does it establish contacts with agents. "A lot of the work we feel as though it is vocational. Maybe it will become more and more so. But they are being assessed on all sorts of disciplines."

The basis of the course at Lancaster is that you cannot understand these disciplines without participation. *Arturo Ui* gave everyone on the course an experience of the process of acting. It was designed by two second year students. Other students wrote and performed original songs. All the students will experience other crafts during their course, such as those involved in theatre-in-education, DISC (the "Drama-in-School Company") is a scheme whereby the students run workshops designed to help CSE and GCE candidates in their study of set texts. They are held either at the school concerned or at Lancaster and are led by members of the department's staff. They have proved immensely popular with schools and it has become necessary to ration the number of workshops being offered.

This summer, the department is taking their short plays (written by members of the department) to the Edinburgh Fringe, as well as musical, *Falstaff*, and a late night music-hall revue. Tim Thomas will be presenting his own show and the company will be playing host to other groups in the venue. It is managing. Keith Sturges points out, arts administration is a rewarding career and here again this course can provide practical experience relevant to both academic and vocational studies.

The Theatre Studies department at Lancaster has performed a rare, possibly unique, double act. It has won approval from academics and leagues and at the same time kept itself involved in such practicalities as making props that sell and selling seats. Indeed, any university department which knows it can benefit from the talents and enthusiasms of Tim Thomas has to be special.

Personal choice

A Selection of Paintings and Prints from Art College Degree Shows, Morley Gallery, Westminster Bridge Road, London SE1 until September 2.

In an attempt to explain the decidedly shrill expression that dominates current painting, commentators have pointed to the marginal role imposed upon fine art by the spread of electronic media and the increase in social and economic tensions but for art students and their teachers there is a more immediate cause for anxiety. With some degree courses in painting and sculpture already axed and the threat that more might follow, they are forced to question the validity of what they do.

Elizabeth Myers' etching, "Analysis of Beauty: Homage to Hogarth and Others", cleverly articulates this position. Permitting herself the noble, probing profile of a Pisanello portrait she replaces his typically floral backcloth with a framed border of words and images that summarize the dilemma she faces. Alongside the range of formal options confronting her, she quotes George Eliot's *Daniel Deronda* ("What in the midst of that mighty drama are girls and their blind visions?") and adds Lenin's own question, "What is to be done?" to a scratchy portrait of the revolutionary leader.

It is a witty, poignant picture that exemplifies the intelligence and creative thinking of many students. Tom Beck's "Phone Boxes" catches exactly the mood of unemployed youth but in the context of this



'Echo My Eyes' by Dena Constantinou

exhibition it also offers a metaphor for the young artist's social situation. In an all-too familiar urban landscape she shows a group of figures, either making or waiting for calls, their own derelict environment separated from the tall bureaucratic blocks behind by a high wire-netting fence.

Neither of these pictures employ the extremes of expression that characterize the new art and in making his selection Adrian Bartlett has avoided anything of a sensational kind. It is a personal choice but one that reflects the tenor of most of the work on display in this year's degree shows. Underpinning this is a revived respect for draughtsmanship and prospective art students should bear this in mind.

This does not mean that traditional academic standards must be observed. Drawing can serve a variety

of purposes and be arrived at by a variety of means. Dena Constantinou's "Echo My Eyes" began as a photograph which she then processed several times through a photocopying machine. But the final result is a large-scale, charcoal synthesis of shapes, tones and textures that poetically evoke the light, space and breezes of her south-coast room. London, however, is still the mecca for most aspiring artists but judging by the high quality of work that has come out of provincial colleges like West Surrey over the last few years, students already accepted on foundation courses or still in secondary school would be well-advised to reconsider their aims. It could be that what art students most need now is not the endless excitement of the metropolis but a more appropriately calm place to explore.

Michael Clarke

ARTS

Plucking metallic flowers

Sound Sculptures. By François and Bernard Baschet. The Barbican until August 21.

Having penetrated the upper reaches of the Barbican and located the hothouse greenery of the Conservatory Terrace, it comes as a relief to pause among the tinkling fountains, huge metallic flowers and forest of steel tubes that are currently displayed amid the natural foliage. The Baschet brothers' sound sculptures are no ordinary museum exhibits; children and adults are positively encouraged to "play" them and discover for themselves the ancient principles on which they are based: vibrations activated by water or wind, amplified by folded metal cones and tubes. These natural sounds, the Baschets claim, should be the basis of contemporary music rather than the harsh and often unpleasant electronic ones, just as wholesome bread is now preferred to its synthetic white counterpart. What this theory disregards, however, is the fact that these silver lilies, glass rods and wind machines are fabricated wholly from man-made materials such as stainless steel and metal foil. Even in the musical field there have been other inventors attempting to widen the range of notes and sounds at a composer's disposal, for example the American Harry Partch in the forties with his "marimba eroica", "chromelodeon" and 43-microtone scale. The Baschet brothers no longer

work with composers, they say, since the young will not give up their time for such experimenting; a rather disappointing outcome for the musical group which toured Britain and America in the sixties and received acclaim on TV programmes such as *Monitor*.

It is perhaps in the classroom (and particularly with the handicapped) that these artistic yet practical creations come into their own. Throughout the exhibition students from the Guildhall School of Music and Drama demonstrate with groups of young children the effects that can be obtained by striking, plucking, blowing or stroking cut-down versions of these cones, coils and strange, swivelling metallophones. Carefully directed, they give more scope for imaginative work than ordinary classroom percussion, being more responsive to touch and producing a wider variety of sounds. (Note to interested parents and teachers: a DIY meccano-style kit for constructing a sound sculpture of your choice can be bought at the exhibition.) Perhaps less innovative than they might at first appear to be, these sound sculptures will be of particular interest to anyone involved in teaching music to young children or to the handicapped. Beware of visiting the exhibition at a peak time if you want to try out the instruments; they make very gentle sounds which almost certainly would be drowned in a large noisy group.

Philippa Davidson

Gloriously crude

Gargantua. The Medieval Players.

Like a troupe of strolling players 500 years ago, The Medieval Players bump their own booth-and-trestle stage up and down the country, in carnivals, fairs and festivals. Formerly three years ago by a couple of Cambridge English graduates, the company also specializes in the sorts of plays their predecessors might have presented, convinced that "there was intelligent life before Shakespeare". They have performed various rare fifteenth and sixteenth-century pieces as well as their own dramatizations of four of Chaucer's *Canterbury Tales*.

This year they are touring the country with *Gargantua*. Carl Heap's adaptation of the first book of Rabelais' *Gargantua and Pantagruel* can be seen in Oxford, Stratford-upon-Avon and at the Edinburgh Festival before the company embarks on a major national tour which will take them from the Orkneys to Torrington in Devon.

Though based on only one sixth of the original text, the show is

none the less an epic, with giant puppets, virtuoso juggling, masks and live medieval music. It is also gloriously faithful to the crude crudeness of the story. To a large extent the words are those of Rabelais' first English translator, one Sir Thomas Urquhart, who died - reputedly of a fit of excessive laughter - in 1660. They will not be, it had to be said, to everyone's taste. "Bum" and "fundament" are the two key words in a production which frankly revels in low humour. One whole scene concerns the eponymous giant's "Wipe-Bummary Experiments".

It is crude, it is vulgar, but it is also supremely good theatre and supremely well done. The cast of eight are entertainers in the true sense; they sing and dance and juggle into the audience; they are puppeteers and jugglers and mimes and accomplished performers on all manner of medieval instruments; the shawm, the sackbut, even the nakers!

Hugh David

Tel: 01-253 3099 for tour details

Hymn to Dallas

Flying Vialt. The English Teaching Theatre.

There can be few more pleasant ways of learning English than from the English Teaching Theatre. Even before their show starts - while the cast are taking money and tearing tickets at the door - they are warm, bright and enthusiastic. They are exactly the same on stage. Their new programme, *Flying Vialt*, is touring this country at the moment before visiting schools and colleges abroad. Like previous shows it is a snappy review looking at life in England through a mixture of songs, sketches and monologues.

The performances are so sharp, the material so good, that it takes a while for a native English speaker to notice the amount of basic language work that the show covers and the

degree to which the audience is involved and made to work. In the best music hall style members of the audience come out and talk to the audience, making them laugh but also rehearsing just about every English greeting. Songs and sketches similarly concentrate on times, dates, colours and the use of the telephone. A whole section takes television programmes as the new *lingua franca*. Nearly everyone in the international audience I joined knew about Dallas and happily joined in the ETT's hymn to it, entirely composed of common English phrases: "I really like it! I think it's great". Schoolchildren in Scandinavia, Japan, Brazil or wherever this year's tour ends up might soon be saying the same about *Flying Vialt*.

HD Tel: 01-434 1909 for tour details

Rag traders

Being accepted on a degree foundation course at an art college presents a first and almost inevitable hurdle on the path towards any creative job in the fashion and textile business. The minimum requirement of some O and A level GCE passes is necessary even to earn the right to knock on the door; a folder of work is the next stage after which art school staff decide whether or not to grant admittance. In the old days the lucky few who got in tended to relax into their safe and isolated world, waking up with a rude jolt four years later when they discovered the yawning gap between what they had been trained to do and what the commercial world required of them.

Sandwich courses with industry and design studio links have for some years been the craft teacher's answer, and even placements abroad: the limitations imposed by the demands of industry are now seen as a challenge, and the results of this new response can be seen in boutiques and up-market furnishing stores.

The annual art college degree shows are also a testament to the work of the staff who shoulder the increasingly heavy burden of giving each batch of students an auspicious launch towards a rewarding job.

Brighton Polytechnic, who offer a BA Honours degree in fashion and textiles, brought their first fashion show to London this year. Although they concentrate on textiles for fashion and only provide a short course in pattern cutting and dressmaking, they gave a highly professional show which amply justified the expense of mounting it (partially defrayed though it was through the generosity of fabric and yarn firms). It seems unfair to single out any one graduate's collection when the total effect was so good, but I was particularly impressed by Martin Kidman's range of knitwear and formal clothes and I was not surprised to learn that Nicos Efsthaliou had been inundated with orders for his knitwear.

St Martin's dazzling cat-walk display was markedly free of unwearable kolles: no bare-breasted brides or baseball shouldered jackets to amuse. Instead we saw a series of spectacular collections almost all capable of adjustment to the requirements of at least the more adventurous boutiques.

The dress show given by Central,

whose course is orientated towards industry, is seen as an occasion for displaying fashion fabrics. Unfortunately the models from the London College of Fashion moved so quickly that they did not allow the audience more than a quick glimpse. This was particularly irritating in the case of Polly White, whose collection merited more time to admire its elegant designs. Marion Wilson's upholstered furniture (pictured below) was an unusual feature of Central's textile show. She has taught herself to restore and stuff period furniture which she then covers with her handwoven and printed cloth. The effect is of pieces of functional art.

Training is increasingly geared to the realities of the rag trade and industry is responding as never before with prizes and raw materials. It seems in the area of fashion that the effort to link design with the commercial world will result in even the dullest manufacturers being alerted to the tremendous wealth of talent and expertise emerging each year from these excellent colleges.

Betty Tadman

Right, work by a student at Central School of Art and Design



ARTS

LIFT-off

Raising the Titanic.
London International Festival of Theatre.

Lord Grade and various American millionaires please note: the "Titanic" will be raised at about 8.30pm on Tuesday, August 9 - and then at the same time most evenings until August 20. Not, you understand, the real "Titanic" but a 100ft welded steel affair designed by inventor Tim Hunkin. And the enterprise will not be taking place in the iceberg-strewn north Atlantic, but in the less perilous waters of the Regents Canal Dock Basin, London E14.

Staged by Welfare State International, *Raising the Titanic* is only one of well over a dozen different productions being mounted around the capital as part of the second London International Festival of Theatre. Companies from Jamaica, South Africa, Canada, the United States and all over Europe will be presenting 98 indoor shows and a total of 127 outdoor events during the Festival, which runs from August 8 until August 21.

At a cost of something approaching £20,000, *Raising the Titanic* promises to be the most spectacular of the open-air events. Members of Welfare State International's team ("Please don't call us the National Theatre of the Fringe") have been preparing for it for some weeks in London's dockland. An "advance team" arrived in mid-June to begin preliminary work with the London Borough of Tower Hamlets Youth Arts Project "A Team". Workshops on music and dance have come up with material that will feed directly into the show. Other community groups have been constructing giant sculptures, banners and a fully sailable Raft of Pools. Film-makers and local photographers have concentrated on producing a full record of all stages of the project.

A 35-strong team of Welfare State "professionals" arrived in mid-July from the company's base in Ulverston, Cumbria. Living, eating and sleeping in a tented encampment on the crumbling dockside, they have been responsible for the technical side of things - installing seats and lighting, publicity and the construction of huge 30ft rolling

stages on which scenes will be played.

On site last week, director John Fox stressed that the show was a community enterprise before anything else. Things have not changed very much, he says, since April 1912. "Particularly down here in Limehouse, there's still a hell of a lot wrong with society. If we're doing anything with the amount of money we're spending we're trying to ask questions and give people - ordinary, local people - the means to help themselves. We can lend them a mouthpiece and help to channel their tremendous creativity - something schools have always done their best to stifle."

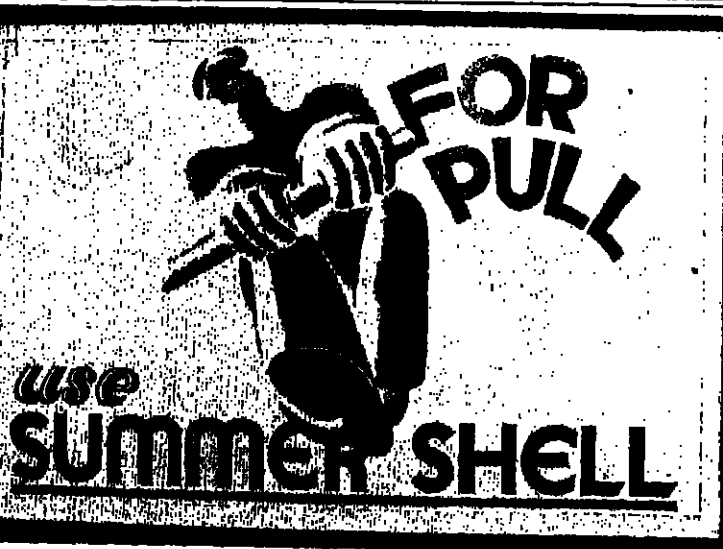
Raising the Titanic promises to be one of the most memorable pieces of theatre London has seen for a long time. It aims to combine "symbolic pantomime and technological spectacle" with buskers, ravers, music and set-piece tableaux depicting "The Floating Pool of Drowned Gamblers" and "The Stinking Nomadic Camp of the Palm Room Fresco".

Among the other groups in London for the two-week LIFT Festival are two of the world's leading children's theatre companies. Le Théâtre de la Marmaille from Montreal are presenting two shows, *Taller Than Tears* for children of between six and ten years, and *L'Umiak* for families with children over six. The Dutch puppeteer Jozef Van Den Berg is performing *Message from One-Eye* (again for children aged six and over) and an adult show *Mother and the Fool*.

Other companies include the acclaimed Compagnie del Collettivo from Italy who will be presenting Shakespeare's *Hamlet*, *Macbeth* and *Henry IV* in Italian at the Riverside Studios; and a French group Urban Sax, who will have 30 saxophonists playing in Covent Garden Plaza on the evening of August 7 to open the Festival with what is described as "an experiment in acoustical town planning".

Hugh David

Further details about the London International Festival of Theatre from the LIFT Box Office, The Drill Hall, 16 Chertsey Street, W.C1. Telephone: 01-637 9521.



Pull-Rover by E McKnight Kauffer. Shell Lorry Bill No 262 dated 1930.

Speed, efficiency, success

That's Shell - that is! An Exhibition of Shell Advertising Art. The Barbican Gallery until September 4.

"Shell for Power and Pace" boasts a poster at the opening of the exhibition but although this has taken on a less positive tone today, in the twenties and thirties Shell Oil certainly established a profitable working partnership between commercial and fine art. Paul Nash, Ben Nicholson, Graham Sutherland and John Piper are only four of many well-known artists to have designed for the company and when you look at the countless Shell Guides to the counties, coasts, roads and natural life of the British Isles, you find an organization as renowned for its illustrated books as for its manufacture of fuel.

Of course, you used Shell oil and petrol to visit these sights, tearing down the road so fast that the Loch-Ness monster, appears to have two heads facing in opposite directions. Or, you travelled by air, wings on your back and a can of fuel in your hand. Judges, doctors, farmers, jockeys, footballers and actors used it and when the bright boy in the class was asked to draw what he considered to be the finest

shell, he naturally drew a drum of that liquid which he had heard praised so much.

As well as being a social document, the exhibition also contains a history of commercial art. From postcards and posters to books, paintings and prints, the inter-war years appear like a lost, largely middle-class paradise. The pictures by now-famous artists may relate to international abstraction or surrealism but the slogans, "See Britain First" and "Shell is Best", are always chauvinistically proud. McKnight Kauffer gave British graphic design the economical force of Cassandre and Herbert Bayer but most of the items present images like Stonehenge and Britania and life with the associations of tea and scones.

Nostalgia for the over-forties, the show supports the myth of the good old days. It is popular culture in a pre-television age. Even then you could buy speed, efficiency, beauty and success, if you bought Shell and although cartoonists may mock at the pretensions, you could be made to feel "like a Greek god". A source of energy for all seasons and occasions ("Yule be sure of Shell") and "Jubilee in Shell!" everyone appears to be on top of life. ("That's Shell - That Was!")

Michael Clarke

In short

RCA Graduation Films.
BAFTA, July 12, 19 and 26.

Television provides not only the principal outlet for short films, but increasingly the model: in these three programmes of films by graduates of the Royal College of Art, its formal influence was far more evident than that of the avant-garde and, rather surprisingly, there were only two examples of animation (by Gary McCarver and Jonathan Hodgson). So, while Sophie Muller experimented with both form and technique (*In Excelsis Deo* and *Interlude*), the other directors were mainly content to demonstrate their professional skills and to exploit technical innovations within fairly conventional formulas. Ian Duncan's *Gone to Ground*, for example, was an accomplished piece of work, but very predictable.

The art documentaries of Lin Solomon and Sam Scoggins did try to expand the genre, especially the latter's imaginative exploration of the world of J G Ballard, and there was interesting material in two films on the Irish question, Anna Lieberman and Lin Solomon's *A Free Country* and Mari Peacock's *The Arrival*. In fact, all three programmes were enjoyable. But only David Glynn Jones, in *The Wire*, showed where the short film can rival the short story: told with wit and humour and well-paced, it had a twist in the tail. Otherwise, it was the narrative techniques of the small screen rather than the potential of the short film that seemed most in evidence here.

Robin Buss

Threesome

Annie Wobbler.
Brum Studio, Birmingham Rep.

This riveting play is simply three character studies of women, written for one actress Nicholas McAuliffe, by Arnold Wesker. For teachers of English literature, struggling to show students how character is drama is revealed through dialogue, it offers a perfect demonstration model.

Annie Wobbler is an ancient charlady (a character from Wesker's own youth), who "does" for "some funny few people" in a 1939 Steppenheaven. "Annie" is a present-day student who, with a First Class Degree in French, is in the painful process of shedding her once comely, working class skin while Anna Wharton, at the peak of her success as a novelist, finds it suddenly difficult in middle age to work out who Anna Wharton is.

What can they possibly have in common, these three different women so sharply delineated through monologues which are sparing in words and muscular in their descriptive strength? It's Wesker's achievement to heighten our perception of the factors about being human which they, and we, all share: a need for some reference point of personal identity. Their differences, however, give Nicholas McAuliffe the opportunity to show that she can create in one evening a performance of fine-boned sensitivity and bravura comedy.

Ann FitzGerald

The National Youth Theatre, now in its twenty-seventh year, is facing homelessness. After 12 successful years at the Shaw Theatre, Camden Council is ending the lease in November and plans to convert the theatre into a community arts centre with provision for ethnic and minority groups. The Council will, however, accommodate the NYT for eight weeks every summer for the next five years. NYT's summer season opens on August 17 with *For Those In Peril*, by 22-year-old Christopher Short. The play, which tells the story of the Liverpool Mutiny of 1931, won first prize in the Texaco/NYT Playwriting Competition.

BOOKS

Entering the adult world

Young People in the 80s: A Survey.
Commissioned by the Review Group on the Youth Service.
HMSO £4.50. 0 11 270394 1.

"... I don't know what I want, but I want more and I want it now..." (p38). Happy the land whose young people can produce such answers to probing adult questions. The quotation comes from a detailed survey of how 14 to 19-year-olds choose to spend their leisure time and the reasons for their choices.

Compared with the crude articles on young people which have recently appeared in the mass circulation daily newspapers under such headings as "Bloody Kids!", this study is a treasure house of information for all those working with young people. Teachers and youth workers, for example, will be able to compare the attitudes and behaviour of their own young people with a carefully constructed sample of 635 which included West Indian and Asian as well as Caucasian respondents. The sample also covers adequately the main variables of age, sex, status (in education, employed or unemployed), geographical location and class (although the categories used to describe the latter are nowhere explained. There is simply no substitute for such painstaking, quantitative research; it is one of the virtues of the social sciences that the individual from successfully cross-

sions can be sharpened up by means of such surveys.

By modern standards, the report is remarkably free of jargon and so is available to a wide audience interested in such topics as the attitudes of young people to youth clubs, sports, alcohol, drugs, the police, fighting, feminism, job expectations etc. There is the occasional lapse from clear English into phrases like "The usership profile of solus sports centre users..." (p43). But readers should not be put off by this or by the unnamed authors' penchant for the words "aspiration" and "segmentation" (passim). I would suggest, however, that this is a publication to dip into frequently, when searching for a useful point of comparison with a national sample, rather than a book (of 60 pages of text and 40 pages of tables) to read from cover to cover at one sitting.

In a review of this length there is space to highlight only one main strength and one weakness. On the positive side, the topic of unemployment keeps surfacing throughout the report. Unemployment was thought to be "the single most important cause of rioting" (p17) and it was the most significant issue that young people worried about. As the authors argue, "Employment was the most important symbol signalling entrance into the adult world and was therefore a goal all were striving towards. Unemployment robbed the individual from successfully cross-

sing the boundary between adolescence and adulthood and forced him/her back into a role of dependence on the adult world..." (p27).

Despite many acknowledged strengths, this study also contains the limitations inherent in the technique. It is obviously not possible in a "self-completion questionnaire" on a very wide range of topics to pursue discussions in depth and over time with young people. The authors are often forced to move from "hard data" (eg only 26 per cent claimed to be involved in church activities) to "purely speculative" interpretations. There is no attempt to go beyond the standard response of many young people: "boring". It is not good enough to state baldly that "Boredom... was often a condition of the adolescent life stage" (p35). It takes an anthropologist like Allison James months of patient fieldwork to understand what is being said. I was not convinced by the claims made in this report of "intensive qualitative techniques".

Many of the findings leave little room for adult complacency. To give but one instance, 73 per cent of the sample acknowledged being politically apathetic. Year after year the majority of our young people leave school politically uneducated, increasing numbers of them remain unemployed, and yet we expect them to be committed to democracy. We could be in for a shock.

Frank Coffield

Pulling out plums

A Mania for Sentences. By D J Enright.
Chatto & Windus £12.50. 0 7011 26620.

In his essays, his novels and (especially) his poems, D J Enright is a lightfooted heavyweight, like the young Cassius Clay. His sentences are serious contenders: they run swift and easy but pack a hefty punch - as if they were straining to become English proverbs or Zen aphorisms. This new selection of 18 book reviews demonstrates his appreciation of the same tendency in non-English writers, though he recognizes the danger of over-indulgence. Gustave Flaubert is rebuked by his mother: "Your mania for sentences has dried up your heart." Enright remarks that Flaubert was pleased by this reproach, enjoying the style of the sentence.

When Brecht's wife was sighing about female hardships (childbirth, menstruation and so on), Brecht just grunted: "Men shave." She eyed his stubbly chin and retorted: "How do you know?" Very characteristic of Brecht, that bloody-minded dissent. One of his poems begins: "King Philip wept when his fleet went down. And who did weep?" A good question. But if you ask "What about the workers?" too often, you end up like Andy Capp. The first six of Enright's essays concern German writers about whom we British may need to know more. Besides Brecht, we learn of Goethe, Heine, Musil, Frisch, Grass, Böll and the brothers Mann. Some may have seemed too long-winded, too obscure, too foreign; but Enright pulls out their plums, finding those short sentences - brusque, earthy, stoical - that might attract us to these good Germans. He quotes Günter Grass's appealing

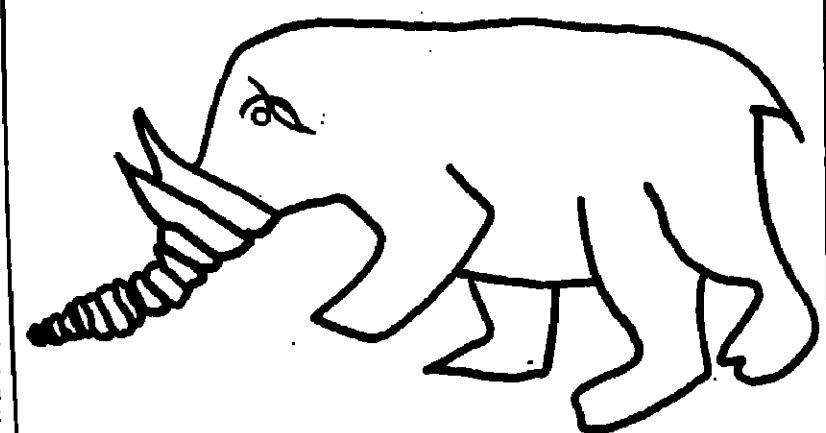
boast: "In a devious way I'm uncomplicated."

The next six essays indicate Enright's experience of Asia. With the eleventh century writings of Lady Murasaki and Lady Sarashina he is quite courtly, like a well-chosen Western ambassador. Eight centuries later he finds a bizarre field of study in William Wu's discourse on the fiendish Chinese characters in the "Yellow-Peril" pulp-fiction of America: they are like our own home-grown doctors. No and Fu Manchou, quite good subject for students of racism. Enright remembers that he and Han Suyin were once accused by the Singapore authorities of encouraging "yellow culture" - by which was meant vulgar Western things, like juke-boxes and sexul books. "Like Fu Manchou, we were yellow-peril incarnate," says Enright. "As Confucius says, 'More different, more same.'"

Two Frenchmen and the Good Soldier Schweik are also discussed in this second section. What about the British? We are represented by an essay on Anthony Burgess (another old Malaysia hand) in the final section of the book: his word-play is found more enjoyable than his stories, the things he does to his characters. The six concluding essays are mostly about wordplay, much of it from the United States, a country which seems to touch Enright's heart. He warns to the author of *Charlotte's Web* and he is quite tender toward a book about the conversation of American five-year-olds. He pulls out their innocent aphorisms as if they were witty Germans: "Dinosaurs don't ask 'What's the use of being Chinese if you don't do things different?' You can never take a picture of thinking."

D A N Jones

The closing date for entries to this year's TES Information Book Awards is August 31. To be eligible, books must have originated in Great Britain or the Commonwealth between September 1, 1982 and August 31, 1983. It is important that publishers specify whether their titles are submitted for the Junior Award (for children up to 9 years) or the Senior Award (for 10 to 16-year-olds). Prizes of £15 will be awarded to the winning authors, with a possible £150 to the illustrator in each case. Four copies of all titles submitted should be addressed to Penny Turnbull at The TES, Priory House, St John's Lane, London EC1M 4BX.



Elephant watermark in use in France in the sixteenth century - an illustration from Handmade Paper. Today a worldwide survey of mills, papers, techniques and uses by Silvie Turner and Birgit Skold (Lund Humphries £25.00 standard edition, £100 limited edition with paper samples).

Street wisdom

The Penguin Dictionary of Proverbs.
Edited by Rosalind Fergusson.
Penguin £2.50. 0 14 051118 0.

As a working definition, proverbs are what our grandmothers spouted ("Many a mickle makes a mickle"). Proverbs are coined by wits. Proverbs, as the proverb has it, are the children of experience; aphorisms all too often the experience we would pass on to our children. Hence the down-to-earth common-sense of the 6,000 entries in *The Penguin Dictionary of Proverbs* and the high-sounding windiness of many of the maxims and tags in John Gross's new *Oxford Book of Aphorisms* (reviewed in *The TES* May 13, 1983). Lord Chesterfield's son, one can't help thinking, would have fared better if he had known that "Cold pudding will settle your love". As it was, all he got were the lofty penses of the Fourth Earl ("Wrongs are often forgotten, but contempt never is"), 23 of which Mr Gross reprints.

The young man should have listened to his grandmother, let's call her the Dowager Third Countess. She could have told him that he, who is a blab is a scab; that cruelty is the strength of the wicked; that fat housekeepers make lean executives; even that sailors get money like horses, and spend it like asses. The richness and variety of British proverbs is immediately apparent from even the most cursory glance.

Hugh David

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KW

BOOKS

Elementary, my dear...

Forth Programming. By Leo J Scanlon
Prentice-Hall £13.55.
Pascal for the Apple. By Ian MacCallum
Prentice-Hall £15.95. 0 13 652891 0.
Elementary Pascal. By Henry Ledger and Andrew Singer.
Collins £7.95 and £4.95.

The very first high-level languages were not, initially, designed as tools for the user to conceive and express what he wanted to say, but as automatic coding languages whereby a single "user-friendly" statement could generate automatically two to ten lines of unfriendly machine code. What constructs were made available did not depend on what the user would find more expressive, because nobody knew what that would be; the hardware instructions of the intended machine inspired what was put in the language. This can most obviously be seen in the arithmetic *if* of FORTRAN I and II, clearly derived from the arithmetic *SKIP* on the IBM 704.

Such languages are, obviously, simple to reduce to machine code and this explains why small straw micros are restricted to BASIC and ignore all the linguistic discoveries that ease the work of those who use modern languages such as Pascal and BCPL.

Meanwhile, in the late sixties with the PDP 11 and the IBM 1130, the underlying machine architecture changed fundamentally. The old Von-Neumann architecture was replaced by a stack architecture, and, immediately, new machine struc-

tures suggested new language primitives. Moreover, in whole or in part, certain of the ideas that high-level language designers had discovered in the meantime could be included while still keeping the language as an auto coder for a stack-based machine. I am glad to have read *Forth Programming* since Scanlon shows clearly how one must always keep in one's mind the state of the stack machine that will interpret one's program.

Since *Forth* is a modern auto coder for a modern machine, it is, like BASIC, simple to reduce to machine code and can run on machines with minimal stores; restricted to a choice between such auto coders I would choose *Forth* without hesitation for it has managed to include, and rightly makes much of, a very restricted form of abstraction whereby a complicated bit of calculation can be given a name and that name used whenever one wants that bit of calculation done. However, parameters can only be used in a highly artificial way, and for no very good reason, recursive definitions seem not to be allowed. I would feel straight-jacketed in any such auto coder.

Of the languages designed to help the user conceive his intended programs and to enable nonsensical programs to be rejected by the compiler before they are executed and chaos ensues, *Pascal* seems to have achieved a dominance comparable to that of BASIC among auto coder languages, and publishers are deluged with introductory programming through *Pascal* books as, two years ago, they were with their BASIC equivalent.

Permit me the melancholy thought that *Pascal* is particularly good in rejecting nonsensical programs, and no more than average in providing constructs that free the mind to conceive what one wants to program.

Two *Pascal* programming books stand out: Ian MacCallum's *Pascal for the Apple* and *Elementary Pascal* by Ledger and Singer. The first is remarkable for supplying a disk as well as almost 500 pages of text. The disk contains 13 example programs to save you keying them in, and ten XPLAIN programs that explain in fuller detail important parts of the text. It assumes you have an Apple UCSD P-code system.

All this enables MacCallum to produce a very full and practical learning experience. His choice of problems is admirable, leading to the need for successive *Pascal* features in a very natural way. I do, though, have one major criticism of his didactic methods: he says of those programs that involve recursion that they are difficult and advises they be skipped on first reading. This seems to me to multiply the difficulty of recursion, particularly for the less self-confident beginner. He should rather have introduced simple examples of recursion earlier.

It is particularly easy to find suitable problems with the Turtle-graphics package he is using. Otherwise, I commend his choice of exercises, particularly the use of sequences of exercises to build up programs that solve fairly large, clearly posed problems, and complete solutions he invariably provides. He is exhaustively clear about some of *Pascal*'s trickier features, and does

not hesitate to criticize constructively details of *Pascal*'s design that he thinks mistaken, though I think that there are some more fundamental problems with *Pascal* that he does not consider. Maybe he is right not to do so in an introductory text.

But there is one very worrying problem with this book. Suppose you have *Pascal* not on the Apple, or are wondering whether or not to buy the Apple *Pascal* system. Not only is the disk useless to you, but there is a lot of material on the Apple and its *Pascal* system in the text that you don't need and don't want. I think that what is only relevant to Apple users with the UCSD *Pascal* system could and should have been printed in another type face, so that it would be easy to skip.

Ledger and Singer believe that the best method of teaching programming is through problems, not in first giving the learner a programming language and then asking him to try using it to solve problems; that only a very few ideas underlie programming techniques, that, above all, the learner's interest must be fully engaged.

Nothing too original here. But what they have done as a result is to produce the most original and enjoyable introduction to programming I expect to see. They have supposed that Sherlock Holmes had access to Babbage's Analytical Engine and used it for his detective work; they further supposed that *Pascal* (or BASIC in a parallel volume previously reviewed in these pages) is the Analytical Engine's language. This latter supposition in-

volves a far larger, but, for me, willing, suspension of disbelief. They then provide 11 cases reported by Dr Watson in an able pastiche of Conan Doyle's style such that each leads to an informally expressed algorithm to solve them. Then Holmes writes the *Pascal* program that expresses that algorithm for the Analytical Engine, while Dr Watson unravels and reports on the consequences. The authors then allow themselves short discussions giving rules for the *Pascal* primitive of Holmes' programs and making a few general sensible remarks for the programming beginner.

The sequence of ideas is excellent, and the stories that introduce them are rarely forced, though somewhat shorter and less exciting than the classic Conan Doyle tales. Occasionally an Americanism creeps into the pastiche, and, although it is subtly evident that this is not Conan Doyle's Dr Watson, I have met other Holmes' recreations that are further from the original and less fun. Moreover, this book, Holmes and all, uses 260 pages to cover as much of *Pascal* as MacCallum does in 320 of his 490. Should Ledger and Singer have included a short summary of the parts of *Pascal* that Holmes did not reach? I don't think so, for their aim is to teach programming fundamentals, not *Pascal*. But there are some more advanced programming ideas; recursion; coroutines, abstract data types, cooperating processes and all of ADA. I would like to see how they would tackle these in another book.

John Laski

Children's literature
Future signals

Children's Books of the Year 1982. Selected and annotated by Barbara Sherrard-Smith.
Julia MacRae Books £4.95. 0 86203 121 4.

This catalogue of *Children's Books of the Year 1982* brings to a close the sequence of one-woman annotated listings of notable children's books which commenced with Naomi Lewis's *The Best Children's Books of 1963*, hiccupped, switched to the aegis of the National Book League and the direction of Elaine Moss in 1970, and in 1980 became the sole care of teacher, librarian and reviewer Barbara Sherrard-Smith. It is important here to pay tribute to the integrity, industry and involved enthusiasm of each compiler in turn. No one working with children's books can have failed to benefit from their labours; yet I for one will not entirely regret their cessation. The compilers have seemed increasingly like those desperate heroines of folklore, set by some ill-wisher to the thankless, near-impossible task of sorting lentils from ashes. Despite its honesty of purpose, its practical usefulness, its competence of execution, *Children's Books of the Year 1982* eloquently sets out the arguments for its own demise.

There are too many children's books published each year, over too wide a range, for too disparate an

audience, for a single reader to sift and comment on them all. Their uses are too diverse, and the perspectives on them too hotly contradictory, for a single overall view to remain adequate. *Children's Books of the Year* is to all intents and purposes to be replaced by *The Signal Review of Children's Books*, the first volume of which, also covering 1982, appeared some months ago. In place of that single view, it offered a mix of survey essays and review listings by children's literature experts such as Margaret Meek, Lance Salway and Elaine Moss, with an advisory panel of teachers to temper expertise with experience. Despite concern in some quarters about the NBL endorsing a guide produced by a commercial organization, it is hard to see in what sense *The Signal Review* is less independent, fair or authoritative than *Children's Books of the Year*; it is certainly more flexible. It can give, for instance, four views of the year's picture books, to Barbara Sherrard-Smith's one; it can bring a fresh eye to the categorization of books, which has been one of *Children's Books of the Year*'s chronic problems. When Naomi Lewis started her surveys, and when Elaine Moss adapted the idea for the National Book League, children's books were on a rising curve of excitement and experiment. Now publishers and authors, as Barbara Sherrard-Smith makes plain in her discussion of novelists, are seeking to titillate, not stimulate. The wave has broken, and the exhilarated response of the single rider on the surfboard must give way to the sceptical, disputatious shoal of lookers contemplating the flicks of spume as they reach the shore.

In general, Barbara Sherrard-Smith has once again made a well-judged choice of some 250 books from 3,000, and has written brief, accurate, informative, rather over-enthusiastic reviews of them. But once again, too, the bland uniformity of approach has hidden the best books among the mediocre. Few could, using this listing, separate 1982's outstanding books - Rachel Anderson's bitter and powerful

novel *The Poacher's Son*, the Crossley-Holland/Keeping Beowulf, Charles Causley's Christian poetry anthology *The Sun, Dancing*, the Ahlberg's intimate *Baby's Catalogue* - from the rest. The section containing *The Poacher's Son* - "Fiction 3: Stories for 11 to 14 year olds" - gives a perceptive account of that book, but the force of the praise is dulled by the similar treatment accorded the other 33 books, ranging from William Mayne's *Winter Quarters* and Jan Mark's *Aquarius* through Jean Ure's *A Proper Little Noorjiff* to three of the weakest novels of the year: Helen Cresswell's *Dear Shrink*, Geraldine Harris's *Prince of the Godborn* and Louise Lawrence's *The Earth Witch*. Inevitably, some deserving books are omitted: interesting debuts, such as Peter Hunt's *The Maps of Time*; intriguing departures, such as Farukh Dhondy's *Trip Trip*; worthwhile continuations, such as Geoffrey Trease's *Saraband for Shadows*; stretching works such as Aidan Chambers's *Dance on My Grave*; minor pieces from major writers such as Jan Mark's *The Long Distance Post* and William Mayne's *Skiffy and the Twin Planes*; oddities such as Tolkien's *Mr Bliss*; triumphs such as Geraldine McCaughrean's *One Thousand and One Arabian Nights*; even a major initiative from a leading publisher, *Catch the Light*, the first volume in OUP's "Three Poets" series. The most damaging gaps are among the reprints - a section on "New Editions in Hard Covers" misses Louis Untermeyer's *Golden Treasury of Poetry*, Kaye Webb's *I-Like This Poem*, Andrew Lang's *Chronicles of Pantouffla* and *Arizzone's Little Tim* and the *Brave Sea Captain* - and on the controversial fringes of kiddy lit - neither Ted Hughes and Seamus Heaney's vision of the world made new, *The Rattle Bag*, nor Raymond Briggs's of the world in ruins, *Where the Wind Blows*, receives as much as a glance. *The Signal Review* may also let good books slip by, but it does not pretend that children's books are solely separate from the big bad world outside the nursery.

Neil Phillip



"... Then having split most of his milk he thinks it very funny to dive into the honey pot and lick up runny honey..." Wicked, wanton, wild Bodger passing time before his voyage across the ocean. From *The Wild Baby's Boat Trip* by Barbro Lindgren and Eva Eriksson (Hodder and Stoughton £3.95).

Townscapes

Settlement Geography. By George Gordon and William Dick.
Holmes McDougall.

Well over four fifths of this book is urban geography, dealing as it does with the classification of settlements, their growth, structure and influence; and their attendant social, economic and environmental problems. It has been written for students preparing for O-level and beyond.

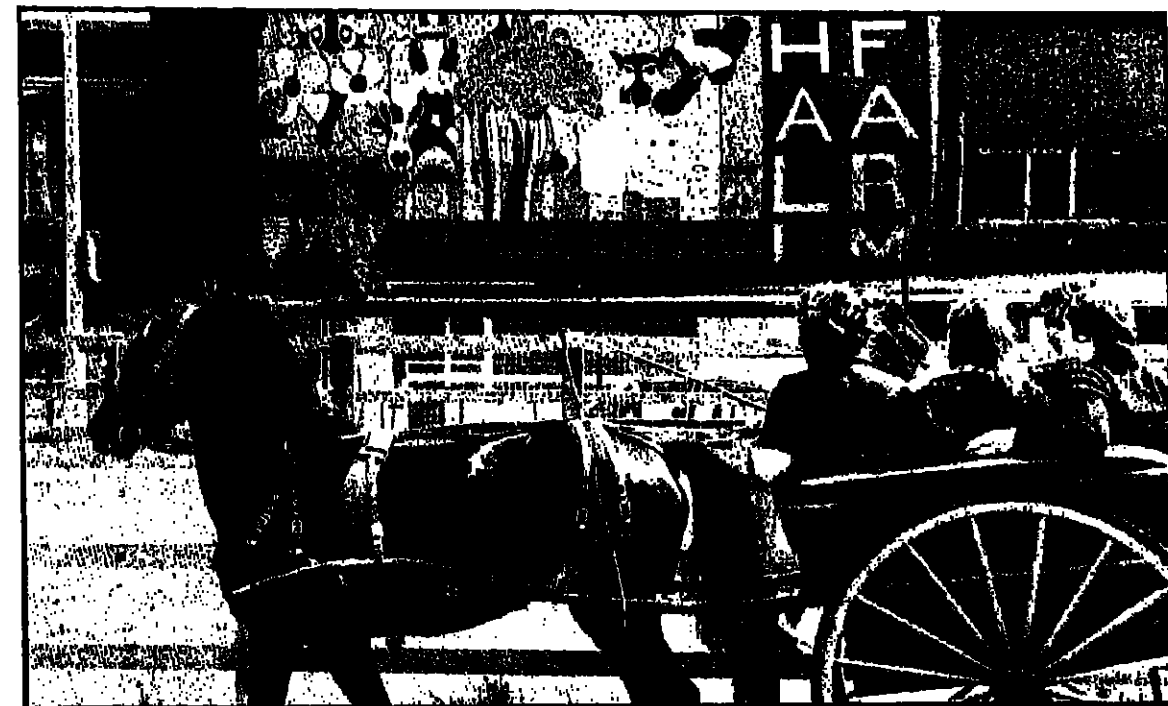
Poohlishly the publishers claim that "The last chapter is quite unique. It deals with the techniques of field study applied to settlement geography." Presumably they have forgotten the meaning of the word "unique", since the field study techniques in question include those long-established and well-documented favourites, the farm study, land use survey and village study.

Philip Sauvain

RESOURCES

The taming of the concrete jungle

... down on the city farm. By Susan Thomas



Vauxhall City Farm with its mural and animals is a source of pride to the local community.

A group of derelicts watched with interest as the pony cart moved across the open ground to the farm gate. The small baywhinnieda greeting and the passengers waved. Setting down his bottle, the oldest and greyest acknowledged them with regal dignity. Vauxhall is not a pretty place, but full of surprises.

The City Farm, sandwiched between the Oval gasholders and the Clapham Junction line, is a tiny corner of rural England rooted in the inner city. It is a source of considerable pride to the local community - shoppers stop off for half a dozen eggs or a "pint of best goats"; the spinning circle meets once a week to tease out the fine Jacobs wool; the local infants school borrows the donkey for its nativity plays; and taxi-drivers divert to show their Waterloo-bound fare the Vauxhall pigs.

Having got past anthropomorphicism, overcome their fear of the pig goats or even the soft grey rabbits, visitors can start work - collecting eggs, feeding the animals or making soft cheese.

"It is both a social and an educational experience," says Dierdre Moore, farm manager. "Caring for the animals means conquering fear, accepting responsibility, developing self-respect and growing up." On the way they come to terms with realities.

"This egg, wot I'm gonna eat for me tea... 'It got chicks in it now?" asked one of the kids from a local special unit for reluctant attenders.

"This visit has brought up a lot of useful questions," said her teacher. A decade on, city farms are proving their worth. Each one is an educational resource, a focus for the community, a source of real employment and work experience, and occasional testing ground for theories of plant cultivation, iron-age husbandry, selective stock breeding or community self-help.

They are the brain children of the local community, located on tempor-

arily vacant council land, subsidized by urban aid, slippage grants and vigorous fund raising and advised by a host of friendly experts.

If, through youth or handicap, children are unable to make it to the farm, Dierdre pushes the animals into the van and takes them to the school. "Sleep, goats, rabbits, ducks - they can keep them for the day - gradually gaining confidence with them. Children need time."

"The animals are very tame. 'But definitely not pets. Surplus stock is either sold or butchered. I encourage helpers to come with me to the abattoir. If they don't like the idea of killing animals, then they have to decide what their attitude is going to be to eating pork chops from the supermarket."

Vauxhall is a serious farming project. In spite of its miserly two thirds of an acre, it keeps a wide variety of animals including two ponies and a donkey and a whole range of unusual poultry. "We have decided to concentrate on breeding pure stock - Sannen goats, Gloucester Old Spot pigs, Silkie. Selective breeding means that schools can latch on to the genetic work involved and show the community that the farm is not just a dumping ground for any old rubbish."

On the employment side there are four full-time adults, two 17-year-olds

on MSC funding and a couple of fifth formers gaining work experience. Often these youngsters are practical, non-academic, non-achievers. Working in a close-knit, closely supervised environment, they are able to take a level of responsibility quite impossible elsewhere.

The helpers, who put in hours of voluntary labour each week, also learn essential life skills - team work, how to read instructions, weigh out feed, care for sick animals, design and make a shelter, cook and decorate.

There are always problems. Stealing is a constant headache. "Money goes missing if I look away for a moment, rabbits and guinea pigs disappear up people's jumpers but there has never been any serious vandalism directed against the animals." The biggest difficulty is maintaining a sufficient supply of adults.

"The local community is marvelous. When people see that you need land cleared or buildings erected, they're all here pitching in, but once it's running smoothly they step back."

Nowadays at weekends we're stretched to breaking point. Everybody comes. If we're to make this place as pleasant as it should be, talk to people, find lots of small jobs for the children and make sure tools go away afterwards, we need more adults."

City farms reflect both the different needs of their own communities and the priorities of the organizers. There are now 33 in the UK National Federation of City Farms and one to suit every taste. They tend to be squeezed on to old railway sidings, dock land and demolition sites.

St. Werburgh's City Farm on the outskirts of St. Paul's in Bristol is more pleasantly situated than most. Relatively spacious with tiny paddocks, model farm buildings, allotments and a wooden stream, it is a popular drop-in for mothers, young children, pensioners, the unemployed and the occasional truant.

For local schools, the farm is a valuable and inexpensive extension to the classroom. Teachers base environmental studies, biology, art, even domestic subjects, on the work they do there. There are classes growing modern and ancient strains of wheat, a herb garden, a dye garden and making a sluice pond.

There is also a feeling of impermanence. Some time the lease will not be renewed; no matter how much benefit local handicapped people derive from their specially designed horticultural unit, unless DHSS funding continues, it will close; a renewal of council building could mean the end of an invaluable resource.

Having three acres meant that the

community could build a model farm as well as an adventure playground and offer summer play schemes with New Games, camping holidays and musketeer concrete!

The farm seems idyllic, yet in the early days it met considerable resistance from the local children. "They were resentful. They felt we had taken away their play space. We suffered £300 of damage (though not to the animals), but when they realized that the farm was theirs to use and enjoy, the trouble stopped."

What effect does a city farm have on the local community? I asked Lynne, resident, parent and part-time secretary/accountant/friend in need.

"When I first came here St. Werburgh's was isolated. It's basically a stable community - small terraced houses with a mixture of elderly residents and large immigrant families. But though there was little antagonism there wasn't much neighbourly feeling either. The farm has made people more friendly and more outward looking. It has provided a focus. People like to see the bantons walking across the street, old folk take an interest and, especially on the allotments, become expert advisers, young families see it as a nice place to come, older kids walk the donkeys or goats, get stuck into the mucking out at weekends or use the adventure playground."

Lynne, who moved to Bristol from the country, feels that as agribusiness replaces mixed farming and the countryside and animals are less accessible even to children in rural areas, there is actually a need for "country farms" for out-of-town children.

Any takers out there? With MSC funding, a bottomless pit of willing workers and the expertise available through the National Federation of City Farms, an enterprising secondary could run a small dairy herd on the football pitch, bees in the flower beds and a nice line in fresh veg and free range eggs at the school gate.



St. Werburgh's City Farm, Bristol. The children come by after school to help out with the work.

Geography and the micro

by M J Clark

Geography Teaching and the Micro, edited by Ashley Kent. Longman Resources Unit, 33-35 Tanner Row, York, Yorkshire YO1 1LP.

Computation does not make an ideal spectator sport, and reading about other people's exploits and aspirations also lacks much of the thrill and frustration of personal participation. Nevertheless, this collection of essays based on a London University 1982 Conference will do much to whet the appetite and enhance the awareness of the uninitiated and the beginner.

Many of those already devoted to the micro cause may also be surprised by the amount of valuable background that they acquire from these careful presentations - though it must be stressed that the volume is in no sense a technical manual, but rather aims to provide a context and perspective within which the geographical potential of microcomputers can be assessed.

It should not, however, be assumed from this that the approach is either general or philosophical. The first five of the seven chapters deal directly with currently operating computer-

based projects and their geographical implications, including useful (if somewhat positively biased) reviews of much of the available software. This survey covers the Computers in the Curriculum Project, computer aspects of the Geography 16-19 Project, ITMA (Investigation on Teaching with Microcomputers as an Aid), GAFPE (originally the Geographical Association Package Exchange, now renamed GA Package evaluation to signify its new role) and MEP (Microelectronics Education Programme). Between them, these contributions offer a valuable introduction to the major achievements of the past decade, and if their rather arid style loses something of the enthusiasm generated by the projects concerned, then at least they cannot be accused of taking an over-evangelical stance.

The three shorter studies which make up the chapter on Computer Assisted Learning have a more difficult task. Since much has been written on CAL, it is difficult to be innovative in a few pages. In the event, the contributors concentrate on the general structure and context of CAL in the classroom rather than exploring specifically geographical aspects, and the chapter thus offers a partial introduction to the topic but perhaps falls short of the full potential of the volume's title.

In many ways the best is saved until last. Ian Shepherd's paper "The Agony and the Ecstasy - reflections on the microcomputer and geography teaching" is a masterly perspective on the state of the art, at once both pragmatic and perceptive. Although Dr. Shepherd was known to mutter taboo terms such as "floppy disk" years before most geographers had come to terms with the punched card, he has retained a refreshing sense of realism. By combining caution with vision, he comes closer than most commentators to providing an honest picture of what achievements are probable with microcomputers, rather than what is possible in an ideal world. He offers a fitting epilogue to a volume which, although incomplete, ably introduces a world in which the present still falls far short of the promise.

For children with limited access to school computers, Sinclair are now offering the new MEP (Microelectronics Education Programme) range of computer programs direct to the consumer.

Suitable for 5-15-year-olds, these include mathematics, reading, language development and problem solving and can be used on the BBC Model B, Research Machines 480Z and Sinclair ZX Spectrum. The software for the ZX Spectrum is sold in four packs containing two cassettes and documentation (£24.95 each). Available from Sinclair Research, Educational Division, Stanhope Road, Camberly, Surrey GU15 3PS.

For the 1983 World Communications Year, the Department of Trade and Industry is distributing a special information pack to secondary schools. The pack contains four full-colour wallcharts, teachers' notes and a booklet giving further sources. Additional information from Lynda Sale, World Communications Year, 79 Salisbury Road, London NW6 6NU (01-624 6090).

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RESOURCES/SOFTWARE

M J Clark reviews programs on climate and transverse waves

Weather patterns

Climate
Five Ways Software
Heinemann Computers in Education
Ltd, 22 Bedford Square, London
WC1B 3HH
For BBC Micro, 300 Z and Apple.
Cassette version with notes, £12.50
+ VAT.

Quality software must pass two tests: does it achieve its aim and does that aim have intrinsic value? Sometimes the latter may be regarded as self-evident, but on other occasions the target may be more vulnerable to question than the implementation. Despite the enormous potential of the microcomputer, new products often appear to be software looking for a subject rather than pressing educational problems looking for a computer-based solution. Whether or not *Climate* falls into this category will probably depend on one's view of geography and on the particular syllabus being followed.

The program comprises a data bank of statistics on four variables (two precipitation indices, one of temperature and station altitude) for 56 national stations representing global climatic types grouped mainly by latitude and rainfall pattern. Tabular or graphic displays of this material, selected in a controlled mode for demonstration purposes or randomly for pupil-centred enquiry, are the basis for generating a series of simple questions which lead through a basic logic tree to give a classification of the climate in question. Most teachers will recognize the question (What climate does this graph represent?), though few will have thought of repeating it 56 times!

The initial response of some teachers could well be negative. Rote learning of world climates may not ideally fit the image of geography that they are trying to project. However,

greater familiarity breeds more respect, and suggests that the program is capable of both greater depth and greater scope than was apparent on first impressions.

In the first place, the repeated logic involved does make the task much more analytical than derivative: guessing soon gives way to thinking, which may be more than can be said for some pupil-centred activity. Secondly, if the annual data mode is selected then the program injects a measure of random variation (within statistical limits) which actually prevents rote learning and enhances awareness of the dynamism of both the data base and of the climate that it represents - something that a static textbook diagram or table can hardly match simply by the quotation of a standard deviation.

Furthermore, the repeated interplay between table, graph and climatic reality provides excellent practice in the kind of mental fluidity that more traditional geographers used to commend so strongly in the relationship between map, photo and field. Given that these general strengths are supported in many curricula by a continuing interest in imparting a broad feel for global conditions, it can be seen that the *Climate* program does have considerable viability.

On its own terms, then, the program works very satisfactorily on the basis of quite simple instructions which are quickly mastered. However, it performs a task which some teachers may regard as inappropriate - and the accompanying notes give little assistance in this respect, since they concentrate exclusively on the face-value climatic implications rather than developing some of the broader pedagogical potential. Some teachers will welcome *Climate* without qualification: others may judge it is the right solution to the wrong problem.

Wave motion

Transverse Waves
Five Ways Software
Heinemann Computers in Education
Ltd, 22 Bedford Square, London
WC1B 3HH
For BBC Micro, 380Z and Apple.
Cassette version with notes, £12.50
+ VAT.

Understanding basic wave motion is rather like riding a bicycle - apparently simple once the skill is acquired but frustratingly elusive during the learning process. Generations of teachers both in physics and in related applied fields have confronted the limitations of rope, water tray and even of oscilloscope as comprehensive teaching models, and the *Transverse Waves* program thus joins the very small proportion of currently available educational software that actually achieves a real advance in conceptualization and presentation. It will help the teacher to teach and the student to explore, and will do both more quickly and more clearly than has hitherto been possible.

In its simplest mode, the program generates a single progressive incident wave which can be varied in terms of length, amplitude and velocity. These parameters are initially set as default values which can then be altered on an arbitrary scale, whilst a freeze-frame facility also allows direct measurement from the screen. The wave can be depicted by a small number of oscillating points if particle motion is to be stressed, or by a large number of points which suggest a solid line and give emphasis to overall wave motion.



Henceforth, the facilities of the program begin to improve upon what is possible with other teaching models. A second wave can be displayed simultaneously so as to simulate the phenomena of interference, reflection and wave beat. In the Interference mode, this second wave has the same length and velocity as the first, but by varying amplitude and phasing the concepts of constructive and destructive interference can be introduced, the result being displayed as a third wave which sums the first two.

Reflection of the incident wave is similarly depicted by a second wave of the same wavelength and velocity as the first, but with the option to vary amplitude. Again, a third wave can be generated to sum the first two, and if amplitude is held constant this will take the form of a stationary wave. The Beats option has the same general format, with the second wave having variable wavelength and amplitude so that a third progressive wave with slowly varying amplitude is produced. This suite of available options pro-

vides an excellent introduction to the concepts and terminology of wave motion. The handbook is clear and comprehensive, but rather condensed in style and geared to teacher rather than student. Some training time would be needed to achieve fluent use, but program operation is logical and error-resistant. As is common with many multi-option graphic programs, loading time is very slow in the cassette version, and would need to be completed before teaching.

The BBC version reviewed produced very clear graphics, but failed to make full use of the system's potential. An option to display terminology and the selected wave values at the same time as the waves themselves could greatly enhance the program's ability to imprint relationships between wave form and descriptive parameters, and should be within the BBC's capability to mix text and graphics. Nevertheless, the program is a flexible and highly effective contribution which should be widely welcomed.

Sheepdog trials

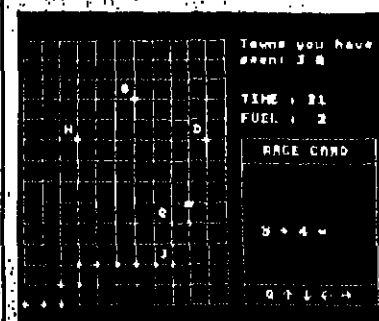
by Michael Thorne

Sheepdog
Terrible Tales
Rally A and B
Ladybird/Longman
For BBC 'B' Micro
£9.95 each + VAT

Ladybird/Longman are publishing a series of BBC microcomputer programs which are being developed by the Loughborough Primary Micro Project under the direction of Tony Gray. Two of the programs are based on very strong ideas.

Sheepdog involves positioning the screen sheepdog (which can stand or crouch) so that one or two sheep are forced through the gate in the field (just a boring rectangle thank you, no gloss here). This marvellous idea gets the children actually involved in vectors (and a lot more besides) in an environment where there are no "right" answers, but where some answers are more efficient than others.

To control the sheepdog, two options are available: the arrow keys on the keyboard of the BBC Micro or the use of the compass points N, S, E, W, NW, SE, etc. together with S for Stand and C for Crouch.



Terrible Tales has its roots in the famous Eliza program which feigned a conversation between a Doctor (the computer plus program) and a patient (the person using the program). In this case, instead of telling the computer about your neuroses, you tell it about a monster or a giant of your own imagining. Details about its height and weight, and about its special features are requested in a manner which introduces children to a wider range of sentence structures.

Eventually the computer produces a summary of the features which have been described, changing the words a little so that the summary must be read carefully. You give the computer the shoe size of your giant and it calculates what size slippers the giant would need. You are even told how big the giant's pencil would be.

Unfortunately it is only when all schools have a disc drive and printer that it will be possible to develop *Terrible Tales* to its full potential. You could, for example, get a printed picture of your giant (even if it were just an ergonomic model). At the moment, the program gets your imagination racing away and then has to stop: no space left, I look forward eagerly to the disc based version. The third program is a car rally in two versions: Rally A and Rally B.

Both involve practise with all four arithmetic operations but the former has smaller numbers. As programs, Rally A and Rally B come into the category of disguised drill and practice (DDP). Completion of the rally course involves visiting five towns on a rectangular road grid.

Whenever you run out of fuel, more can be obtained by completing sums like 9+7=?. At the end a summary is printed on the screen giving the time taken, the length of the journey and how many were tried and how many were answered correctly.

The main weakness of these three initial programs is in the technical quality and the imagination brought to bear in the implementation of Tony Gray's concepts. Two years ago few would have blinked at a gangly sheepdog going gedumph, gedumph across the screen. Now it is totally unacceptable, given the comparatively excellent - and memory grabbing - graphics facilities of the BBC Microcomputer. Also, the programs are not generally robust: it is relatively easy to fool them by typing unexpected characters. In a lot of software, it is the ideas rather than the programming which leaves much to be desired. Here the opposite is the case. Thanks to Tony Gray, Ladybird/Longman software should do well.

Accents on verse
by Salley Brown

Faber Poetry Cassettes: Ted Hughes and Paul Muldoon; Seamus Heaney and Tom Paulin.
Faber, £6.95 each.

To have poets reading their own poems is a fine idea. Not that a poet always makes the best job of delivering his own work: the Welsh sonorosity of Dylan Thomas makes his poems lilt but e. e. cummings reads like a bull in a china shop wrecking the delicacy of his own verse forms.

Setting aside for the moment the merits and demerits of the verse, the four poets whom Faber have chosen to launch their appealing new series of poetry cassettes, perform their tasks as readers un-

usually. Listening to their voices one wonders whether to have a pronounced regional accent is a requirement to be published by Faber. Three out of the four are Northern Irish (this, incidentally, gives an imbalance to poetry content), while Hughes has a Yorkshire voice. But where Muldoon brings youthful enthusiasm to his reading, Heaney relies on a more neutral cadence, allowing the words to speak for themselves, and Paulin falls squarely into the cummings class, doing his poetry a severe disservice with a sometimes snarling, sometimes dreary monotone. Hughes is the most accomplished performer, demonstrating a nice awareness of his own rhythms, though at times a certain showiness intrudes and the poetry becomes overlaid by a suspicion of self-admiration. Seamus Heaney perhaps does the best job, revealing an ease with and trust of his work.

Heaney is also the best expositor of his own verse. One of the agreeable features of these cassettes (and this is particularly valuable if they are to serve as introductions to poetry) is the biographical and bibliographical resumé and the poets' explication of allusions and accounts of how the poems came to be fabricated. Thus Muldoon offers an intriguing account of the originating image of "Mules" - a newsreel clipping of a sky dark with the parachuting creatures producing a rather contrived piece of verbiage - while Hughes gives a characteristically spare report of the farming log which serves as source for his savage lambing poems. Heaney is helpful and Paulin alarmingly inarticulate: "a sort of Hegelian situation where an *ancien régime* sort of..."

Perhaps this wasteland backdrop to his reading affects one's response, but Paulin's poems are the least attractive, seeming to exploit the politics of his background - the troubles in Ireland - without a compensating compassion. His other political poems appear similarly jarring. Muldoon takes himself less seriously and the poetry is correspondingly less oppressive but lacking any nourishing power to feed the heart and mind. These two poets of lesser rank are coupled with two acknowledged craftsmen, Heaney and Hughes. Of these Hughes gives a dramatic rendering of some disturbing poems while Heaney presents a quieter, more humble programme.

But reflecting on the content of all these poems, it is worth asking what manner of poetry this is. For it is a distressingly dark vision which is proffered, a world where nature and civilization alike assault and destroy. No alleviating strain of wit exists to offer a placing perspective on the fear and depression. Heaney and Paulin offer us one near-love poem each, but mostly facile images. With Hughes the violence is unmodified. I would not wish for these poems to be a first taste of poetry. For in Hughes' own words the poets are "nearly all killing".

The Wine Programme, Channel 4.
Tuesdays 8.30pm
Series of six programmes starting
August 2.

Part of the presumption is that *The Wine Programme* must amuse. The titles, all dancing figures and hiccoughs, suggest that it is remorselessly intent to. The presenter, Jancis Robinson, who couples proven expertise with the boldly declared philosophy that "wine can be a lot of fun", has the personality that should ensure it will. Yet the series got off to a surprisingly shaky start.

In an opening scene in a restaurant with an unhelpful wine waiter, Robinson's dinner host flounders hopelessly through the wine list in search of something to go with pheasant. Having taken as much as she can stand, Robinson looks up, glasses glinting, and asks the waiter sweetly and succinctly: "Do you have a Côtes du Duras?" They do, and without further glance at the wine list, that is ordered.

If that were taken as a model of how to do it, the results would be pretty disappointing. A large number of wine waiters, asked if they had Côtes du Duras, would not know what you were talking about. Another large number would simply answer: "No". And the few remaining would more likely serve a Sauvignon white wine than the fruity young red that Miss Robinson presumably expected. Nor does it seem a good idea to suggest that anyone should order a wine, however small its reputation, without even looking to see what it costs.

If you think this is funny, then you should have seen how fastidiously Michael Broadbent of Christie's Wine Department, who is to appear frequently in the series, notes the characteristics of absolutely every wine he tastes, and how carefully he picks his words about an 1864 claret that was not quite over the hill.

One senses that Jancis Robinson has more plebeian tendencies. She joins enthusiastically in a jolly bare-

Vin ordinaire

Robin Young finds a few hiccoughs in 'The Wine Programme'



footed grape-crushing session with a London-Italian family who make all their own wine from grapes bought in Covent Garden. She speaks up for wines that are "good value because they do not have a big name" or are "uncomplicated stuff made with demonstrable dedication".

But by and large wine is a more, not less, complicated subject than those who are beginning with it fear. Robinson does a good job of cutting the technicalities down to essentials, but it is never quite clear whether she is supposed to be tutor or pupil. Was it really essential for her to go all the way to California

for a short and simple explanation of how wine is made?

When Miss Robinson has not engaged someone else to do the talking she skates over the issues with sometimes scarcely decent haste. Of bag-in-box wines we're told only that they are "increasingly familiar but still controversial" on the plea that most people will be more interested in what the wine tastes like than how it is packed. This is disputable. Some would claim that bag-in-box wines sell so well precisely because of the package and in spite of the taste. It would have been interesting to know what Miss Robinson thought.

Of all the characters from the wine world (no shortage of them evidently - a later episode even includes a composer who has written a symphony of wine) the most lucid and helpful advice came from Liz Berry, a Master of Wine, who said that in supermarkets one should avoid bottles whose corks protrude above the rim, or with any weeping at the neck - signs of exposure to excessive light and heat.

It was encouraging to learn that this sound and dependable lady even sells that red Côtes du Duras, and at only £2.75 a bottle: as Robinson says, best as "something we can all afford to enjoy". But next week she is off with the nobs in Bordeaux, and there is a homage to Champagne and an exposition of the wine business to follow. A good and practical wine guide looks like getting lost in the glamour and in the welter of famous names and high prices that we were encouraged at the outset to ignore.

It is high time that we had something on television about wine. Indian food is already in its second series. But perhaps Channel 4's policy of catering to minorities should not have dictated that even now wine should take precedence over beer.

Tasting note: May develop, but initial *petillance* seemed to dissipate rather fast. Could have a disappointingly dry finish.

Toeing the line

The Bottom Line
Channel 4, Sundays 5.0 pm.

In the world of business, this new series tells us, it is the bottom line that really counts. The strength of the series is that it shows the conflict between people and profit. In weakness, in the first three programmes at least, is that this conflict is not discussed explicitly and there is no discussion of how it might be resolved.

The first programme, "Back from the Brink", covers the emergence, rise and fall of Jaguar cars from the 1920s. Less than two years ago it was running at a loss of over £2 million a month. Since then, quality has improved, production has risen from 14,000 cars in 1981 to 28,000 this year.

This is good news. But if the work has become more varied because of the deliberate breaking of demarcation lines, there is also the pressure of "speed up". If it is now easier to talk with supervisors, the more radical

shop stewards have been forced out. Business is also seen to promote "culture" but it bends it to its own ends. This there is a concert at a stately home only for a very select group of potential buyers and a live sales talk is added. On another occasion workers at an evening function are waited on by senior management and entertained by "dancing girls" but a pop talk on video is added.

In the second programme, "Where to Now, Brothers?", there is a useful if somewhat one-sided history of the Labour movement. The dilemmas of contemporary trade unionism are sympathetically explored. IBM explains how its personnel policy bypasses unions.

"Culture" here is provided at a TUC conference as the platform bands together for "Auld Lang Syne", a touching but fading alternative to concerts for an elite and "dancing girls" for the workers.

The third programme looks at the role of universities in a business world.

"What Price the Laser Mousetrap?" The universities could be the seed beds, it is suggested, of the new technological revolution, if only they could disencumber themselves from their outmoded attitudes. Culture this time is displayed in and around Cambridge cloisters. Sponsorship beckons and cuts are there to assure them that partnership between universities and business, is a marriage of true minds.

Later programmes deal with the impact of the Falklands war on naval design, with small business, a professional doomsday, the battle of the high streets and telecommunications. An informative and attractive series. *The Bottom Line* will be useful for teachers and older pupils but, without further analysis and an exploration of alternatives, it confirms rather than challenges the conventional wisdom of our time. Questioning the bottom line should not be seen as a strike below the belt.

Bob Catterall

Beating about the bush

The Questors
Granada Television.
Mondays 12.30pm.

"Every 14 months a forest the size of England is being wiped out" ... Facts like this stick firmly in the mind after this first of Granada's new six-part series *The Questors*. "Don't Beat The Bush" was a vivid warning: the loss of life-saving plants, many as yet undiscovered, is the cost we pay for mining minerals like coal and oil. Future programmes will range

from four-smelling animal scents in perfume to home-made plastic from boiled eggs.

Judging by the proclaimed aim of the series - to make science digestible and entertaining without being superficial or sacrificing scientific accuracy - the first programme was a success. The subject of folk medicine in the light of "civilization" was a success. The subject of folk medicine in the light of "civilization" was a success. The subject of folk medicine in the light of "civilization" was a success.

Against this was the picture of scientific research in Britain. The curator of Kew Gardens' herbarium could boast five million plants, dried specimens mounted on sheets with

BRIEFINGS
radio & tv

Open University

Winding Number (Sunday, August 7, 07.40; Wednesday, August 10, 23.30 BBC2)

Studio models, diagrams and animations develop a rigorous definition of winding number. Then classification is shown by 'Brouwer degree'.

Migration - The Ankara Response (Sunday, August 7, 12.40; Thursday, August 11, 06.55 BBC2)

How can the state help large cities to assimilate migrants? A study of the problems faced by the Turkish government in Ankara.

Sailing on Course (Friday, August 12, 00.20; Saturday, August 13, 11.25 BBC2)

A documentary film about a group of students on a Royal Yachting Association Racing scheme is used as a model for centre-periphery curriculum development and implementation.

Planning (Monday, August 15, 06.05; Saturday, August 20, 11.50 BBC2)

Features three case studies of planning procedures in Vancouver, Birmingham and Cracow. Allan Cochrane and Tim Sebastian comment on the significance of recent events in Poland.

Shooting the Moon (Friday, August 19, 06.30 BBC2)

Dr John Guest of London University looks at the history of the solar system, from its origins to the present day and then illustrates what can be learned by studying craters from the Earth to Saturn.

Genes, Goals and Supergoals (Monday, August 22, 07.45 BBC2)

An examination of the ways animal behaviour can be described in terms of a hierarchy of goals. Shows animals attaining goals like survival and food but emphasizes that the concept is not a conscious choice.

General interest and continuing education

A Cage for the Sun (Saturday, August 6, 19.30 C4)

Robert Powell and Sinead Cusack tell the story of the 30 year attempt to crack the problems of nuclear fusion. The programme explains that success in this field would mean an endless source of energy with no radio-active waste.

Going Solo (Monday, August 8, 23.00 VHS)

An introductory guide to the management of new enterprises. Begins by giving advice on planning and launching a small business.

Principles of Counselling (Thursday, August 11, 23.00 VHS)

A follow-up course to extend the student's knowledge of counselling skills and examine the more complex stages of a counselling relationship.

The Charterhouse of Parma (Saturday, August 13, 21.00 C4)

A six-part adaptation of Stendhal's classic novel, made abroad with an international cast, but shown here in English.

Briefings will resume on September 2.

Latin names and field notes; the researcher ground nature's beans to a powder, put it in a phial with petrol, added a solvent to remove a group of compounds which are then ... Could the scientific accuracy not have been achieved without such laboured lists?

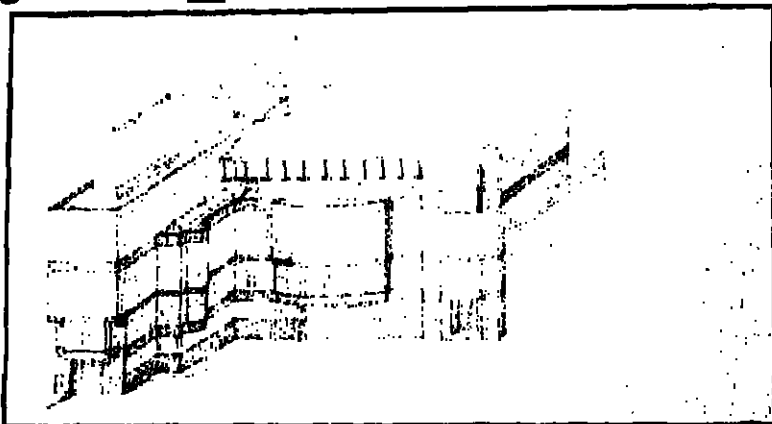
However digestible the subject may have been, such laborious details were far from appetizing. Whenever the programme returned to England and interviews with the British scientists, it was left wondering whether the series intended to present a documentary for general interest or a study of facts to be swotted up for an exam.

Gillian Macdonald

END PAGE

Gallery explorations

Bill Hicks on plans to expand the Whitechapel gallery



To many pupils and teachers in London's East End, "The Whitechapel" means a good deal. It means more than just the famous art gallery which for 82 years has brought some of the best in contemporary art to an otherwise poorly-served locality. It means the fun and excitement of gallery explorations, the working artists regularly sent out to schools, the films and performances, seminars and competitions for which it has become nationally and internationally famous.

Now the Whitechapel is asking teachers to help pay for an exciting new building which, among other things, will transform its educational facilities.

The existing gallery, designed by Charles Harrison Townsend, opened in 1901 and soon became one of London's best loved exhibition spaces. As John Miller, architect of the proposed new Whitechapel, admits, it was a remarkable building. It was built at a cost of 7d per square foot, and was the first public building to rely entirely on electric lighting.

Its tiled, asymmetrical art nouveau

façade is an irresistible attraction, seeming almost to suck passing pedestrians in through a tunnel-like doorway, off the bustling street life and into the cool airiness of the main gallery. "Quite an epoch-making building," is Nikolaus Pevsner's comment. High praise for such a source.

Unfortunately, for all its excellent qualities, the building can no longer meet the needs of a community-oriented art gallery. At a recent meeting to publicize the new plans its director Nicholas Serota itemized the shortcomings of the present gallery. The lighting is obsolete, storage space is inadequate, there is cramped office accommodation and no permanent lecture-theatre. But apart from all this, the Whitechapel's future as an exhibition space of international standing is threatened by the lack of environmental control.

Several recent, highly-praised exhibitions - Christopher Wren; the two-part British Sculpture in the Twentieth Century; the Arts of Bengal; and Max Beckmann: The Trip-tic - were imperilled by this failing,

since the owners of the works were reluctant to trust them to the unfriendly atmosphere of London E1.

Even contemporary artists are becoming very choosy about the conditions in which their work is shown. Insurance companies also demand sophisticated alarm systems. These are the main reasons why the Whitechapel, with no permanent collection of its own to fall back on, has no choice but to rebuild.

Those who know the gallery will be relieved to hear that the Grade II listed façade will remain - though this is the only part of the 1901 building that will survive. Architects Colquhoun and Miller have designed a new structure which, though standing still, is on an only slightly enlarged site, adds about 30 per cent to the usable floor area.

Detailed drawings of the new Whitechapel are on show in the gallery foyer. The plans provide for full air conditioning and a new four-storey extension housing the education and service facilities. These include a 122-seat lecture

theatre, an audio-visual room for film, video and tape-slide presentations, an education room for workshops and seminars (also for use by visiting teachers, weekend schools, or as a crèche); plus a 60-seat coffee bar, bookshop and - also for the first time - lavatories.

John Miller was clearly concerned about retaining characteristics of the Whitechapel - its lightness and its welcoming atmosphere for example. A new reception area and improved layout of the gallery's main areas are intended to encourage better circulation and to make visitors aware of the currently under-visited upper gallery.

New access from the rear of the building and better storage areas are also important, since they mean the whole gallery will no longer have to be shut down between exhibitions, while works are moved in and out of the front door.

From the educational point of view, the new space and facilities will have a profound influence on the three full-time workers - community and education officer Martin Rycroft, and teachers Jenni Lomax and Alex Huggins. With aid from the ILEA and the enlightened Tower Hamlets council, this should mean more of the sort of programmes which East End schools have become used to in the last five years.

A glimpse at the gallery's June to August programme gives a good indication of the breadth of educational involvement now customary at the Whitechapel. Focusing on the current exhibition of paintings by Malcolm Morley - the first major retrospective in the UK for this multi-faceted London-born New York-based artist - it offers preview tours for teachers and tutors, a series of mid-week workshops run by Jenni Lomax for primary and secondary schools; further talks and workshops for day centres, community groups and holiday schemes; a three-day summer school for adults led by artist Jeffrey Dennis; regular Wednesday public lectures; and a public

forum on participation in architecture.

The gallery is also placing two artists in local schools for the entire summer term so that they can work with the children.

Working closely with, among others, Peter Archer's Audio Arts, the Whitechapel has also built up an impressive collection of tape-slide and video programmes relating to many of its exhibitions.

It could be argued that this work could continue without a smart new building. In fact, it will increase during the 15 months or so from October 30 when the gallery closes for building work to begin. The education team will organize a movable feast of exhibitions and talks at centres on the Isle of Dogs, in Mile End, and Spitalfields.

In spring 1985 there will be a splendid new gallery, the fulfilment of a five-year scheme. The Whitechapel has many supporters in Tower Hamlets, Hackney, the GLC, ILEA, Greater London Arts Association, the Arts Council, Sotheby's, BP, the Sir John Cass Foundation, and individual City sponsors.

With friends such as these, why does the Whitechapel need to appeal to hard-pressed teachers to aid its project? The institutions named above have already helped the gallery raise £1.25 million of the £1.6 million needed for the rebuilding, and the architects have at last been able to tender for building contracts worth about £1 million.

But for work to start on time - for the project to start at all - it desperately needs to raise a further £50,000 in cash before September 1; hence the appeal, which is not just to teachers but to everybody concerned about maintaining and enhancing the status of the visual arts in a disturbingly hardening society.

The appeal hopes to attract 2,000 contributors at £25 each. There is a further incentive - each donor's name will be inscribed for perpetuity on a special plaque on one of the walls of the new gallery.

A thinking process

Wendy Body reviews primary language materials

Primary Language Programme by Masson, Monaghan and Thompson. Heinemann Ed. Evaluation Pack price £15.00.

The series will eventually comprise seven textbooks and seven sets of group prediction stories. The teacher's book, pupils' books 1-4 and group prediction sets 1-4 are available now; the remainder of the programme follows in the autumn.

Teachers are advised to read the 90 page teacher's book before they use the pupil material, which is precisely what this reviewer did. Sound advice. The book is not only highly readable, concise and sensible, but whets the appetite for the pupils' books. As one would hope to see, the aims of the programme are explicitly stated and include:

- to approach reading as a thinking process;
- to encourage reading for pleasure;
- to cover writing for a wide variety of purposes;
- to increase teacher/child discussion in developing linguistic complexity.

The book describes the organization of the series with separate helpful chapters on Talk, Reading, The Reading Development Activities, Poetry and Drama. It also has three useful appendices: Useful Extra Books and Materials for the Classroom (which could usefully have been extended); Further Reading for Teachers (short but pinging quality); Answers, which are mainly for the Close Procedure Sections and are there for "additional interest and reference" and "should not be considered as the 'right' answers nor used as such" (a timely reminder, that!).

Further desirable pieces of advice are delivered throughout the book, such as "No textbook, however, can replace the active questioning of the teacher" (was the ambiguity intentional, I wonder?) "Teachers know that quite the best way of reading for meaning is for the reading to be accompanied by discussion" (I hope that's true by now!) "We hope that poetry will not be treated as unusual, exotic or private, only for an eccentric few." (Isn't that lovely?)

Turning to the pupils' materials, each unit in the books begins with a sizeable extract from popular fiction - usually children's fiction - Mrs Frisby, the Iron Man, James (the peacock) and that haunting character Thomas Kempe to name a few, will all be found, if not now then in the autumn. The extracts are accompanied by questions to stimulate discussion and encourage insights into the text, followed by suggestions for pupils' further reading.

In the reading development work for each unit there is an emphasis on close procedure, but reading for the main idea, feeling and giving difficult points of view, deciding between truth and opinion, giving and following instructions, reading and remembering and checking for facts (using illustrations as well as text) are all dealt with in a realistic way. The group prediction stories (of the original material) are on laminated cards - four per story. This is more expensive than spirit duplicator masters, but better for organization and durability.

The writing tasks ensure that descriptive, people, personal, imaginative - with the writer as spectator as

well as participant - and functional modes are all purposefully covered and the need for pupils to have a sense of audience is rightly stressed. The teacher looking for formal grammar exercises, i.e. recognition of parts of speech etc., is likely to be disappointed for, as the authors point out: "It is now widely accepted that exercises in the recognition of parts of speech are largely unsuitable for children of primary school age... Training in formal grammar does not help in correcting faulty usage." Having thus nailed their colours firmly to the mast they then fly them in two sections throughout the units: The Way Words are Built and The Company Words Keep, which together with the close procedure work and delightful bowlers for children to spot the policeman stood in the dark with his torch shouting, should help pupils gain an understanding of word functions and language structure.

Not only is the content of the books attractive and very sound but the layout is excellent. Exciting covers and some beautiful full colour photographs and artwork are bound to be visually appealing to children and teachers alike. A couple of little grumbles... I find it very strange that publishers are not given in the More Books to Read section (and unless it is in very tiny print) I couldn't see this information in the teacher's book. When the intention is to encourage reading for pleasure, why make it unnecessarily difficult for teachers to get hold of the books? It is also a pity that the covers of the four separate units which make up Book 1 are not more durable - a criticism which, thankfully, does not apply to the rest of the books. Crumblies aside, the Primary Language Programme is a major and most welcome resource for junior and middle schools which, given the right teacher support (not onerous by any means), could result in some lively classrooms and very interested pupils. I look forward to Stages 5-7.

Wendy Body is Area Tutor North Bristol, Bristol Reading Center.

Nature study

Naturetrek in Spring by Eric Sootill and Michael J. Thomas. Five booklets, teacher's guide, and 16 worksheets, £13.50. Naturetrek Educational Books, 151 Featherstone Road, Littleborough, Lancashire OL15 8PH.

This first publishing venture by Naturetrek is as conservative as the general election. For decades, children have been dutifully reading about nature study and puzzling out missing-word sentences, anagrams, crosswords and identikit bird pictures similar to those which make up the main part of the worksheets of this series.

Such work can be easily marked, the answers are given in the teacher's book; the problem is that now as ever, whatever subject it is ostensibly testing, this type of text-question-answer work is a test not of the absorption of literature, language, natural science or anything else, but of the ability to make a kind of calculation which produces the correct answer.

Where it allows itself to stretch its legs, the colour booklet is interesting and informative - on badgers and cuckoo-pint for example. Overall, design and writing style are dull but the general effect is attractive and the sections are, anyway, too short to become burdensome.

The method is strictly thematic: spring is, it is observed in eight easily accessible habitats. The "conceptual approach" advertised in the brochure is a red herring, there is no structuring of ideas, no intellectual coherence. But there is nothing wrong with a thematic approach and this booklet takes its theme as



seriously and thoroughly as the limitations of space allow. There is no ginsaying that this theme-book and worksheet pack is a very convenient form for a teacher to manage. The trouble with a "self-contained teaching package" (as it describes itself) comes when it is too good too well and becomes a closed circuit.

The conservatism of the method is sometimes at odds with the exhortations of the authors to teachers and children to look outwards to the natural world itself.

The signposts are in the project activities recommended in the worksheets. Some of them are inappropriate (it is not useful to think of a hedge as a square), some unecological (analysing a pond sample but not replacing it), and one or two are self-defeating or impossibly difficult. But most of them point the way firmly and sensibly to the world outside. In these days of stringency, the natural world is one thing children cannot be short-changed on; it is still wide, wild and holds a magic fascination, and we should welcome any educational venture which genuinely succeeds in building on children's interest in it.

Francesca Greenwood

Classified Advertisements

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Nursery Education

Other Appointments

BRENT
(LONDON BOROUGH OF)
BARNES JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Primary School Education

Scale 2 Posts and above

ESSEX
DUNSTON COUNTY COUNCIL
DUNSTON JUNIOR SCHOOL, Church Road, Dunston, Essex. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

ilea Inner London Education Authority

Secondary Vacancies

The Authority would be pleased to receive applications from suitably qualified teachers for Scale 1 posts, both temporary and permanent, in the following subjects:

Home Economics and Textiles and Dress

Post in the Authority's teaching service carry an Inner London Allowance of £338 p.a. in addition to the Burnham Salary.
The appropriate application form may be obtained from the Education Officer (T22), Room 67, Main Building, County Hall, London SE1 7PB. Tel: 0203 3101. Please state whether you are seeking a full-time or part-time appointment.
ILEA is an equal opportunities employer.

DUDLEY
METROPOLITAN DISTRICT COUNCIL
HIGGINSFIELD PRIMARY SCHOOL, Bell Street, Conley, Bliston, West Mids.
(5 - 12 Primary Group 41)
For January or April if possible. TEACHER for MIDDLE SCHOOL class to assist with BOYS' GAMES, interest in computers, science, or art and craft an advantage.
Application forms from and returnable to Director of Education, 2nd Floor, West Mids. Council House, 24 Queen's Road, London SW19 8JN. Tel: 01-540 8039. Closing date: 11.00.83. (17853) 110022

KENT
COUNTY COUNCIL
SHEPHERD'S BARN PRIMARY SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

LANCASHIRE
COUNTY COUNCIL
OPPENHAY PRIMARY SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

NORTH YORKSHIRE
COUNTY COUNCIL
BROTHWICK COUNTY COUNCIL
BROTHWICK JUNIOR SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
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Closing date: 11.00.83.

NORTH YORKSHIRE
COUNTY COUNCIL
BROTHWICK COUNTY COUNCIL
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Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Middle School Education

Remedial Posts

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

By Subject Classification

Music

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Other than by Subject Classification

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Secondary Education

Headships

WAKEFIELD

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WAKEFIELD EASTMOOR JUNIOR SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Remedial Posts

Scale 1 Posts

BARNET
LONDON BOROUGH OF
BARNET JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
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Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

Other than by Subject Classification

Scale 1 Posts

BARNET
LONDON BOROUGH OF
BARNET JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
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Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

ENFIELD BOROUGH OF

ENFIELD JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

KNOWSLEY METROPOLITAN DISTRICT COUNCIL
KNOWSLEY JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
Required from September 1. 2nd TEACHER, experience in teaching of Science and Mathematics. Viable essential. Scale 1 posts (see) obtainable from Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age, Sex, Marital Status, and from Religious, Racial, and Ethnic Minorities.
Brent is an equal opportunity employer.
Applications should be sent to the Director of Education, 100 Acton Lane, NW10 6JL. (Roll 425).
Closing date: 11.00.83.

LANCASHIRE COUNTY COUNCIL
LANCASHIRE JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6JL. (Roll 425).
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Closing date: 11.00.83.

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London Allowance of 1987 per annum is payable.
Applications are welcome from all qualified teachers of Nationality, Age,

YOUTH AND COMMUNITY

continued

BRADFORD

CITY OF BRADFORD YOUTH AND COMMUNITY WORKER

The City of Bradford Youth and Community Work is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Bradford. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

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KENT

PRINCE OF WALES YOUTH CENTRE

The Prince of Wales Youth Centre is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Kent. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

LEICESTERSHIRE COMMUNITY EDUCATION WORKER

The Leicestershire Community Education Worker is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Leicestershire. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

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WALTHAM FOREST

COMMUNITY RELATIONS

The Waltham Forest Community Relations is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Waltham Forest. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

WEST SUSSEX

The West Sussex is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in West Sussex. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

CATHOLIC YOUTH

The Catholic Youth is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Catholic Youth. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

OVERSEAS APPOINTMENTS

The Overseas Appointments is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Overseas Appointments. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

AUSTRALIA

The Australia is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Australia. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

SOUTH AUSTRALIAN

The South Australian is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in South Australian. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

Applications in triplicate, should contain the name, address, telephone number, and state clearly the reasons for your interest in the post. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

ATHENS TO ZIMBABWE

The Athens to Zimbabwe is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Athens to Zimbabwe. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

CHRISTIAN TEACHERS

The Christian Teachers is a voluntary organisation which is looking for a full-time youth and community worker to work with young people in Christian Teachers. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation. The successful candidate will be responsible for the day-to-day running of the Youth and Community Centre, which is a voluntary organisation.

SCIENCE EDUCATION ADVISER

VANUATU

The Government of Vanuatu require a Science Education Adviser who will form the nucleus of a separate cadre of Inspectors/Advisers for secondary schools as part of the overall plan for an integrated education system in Vanuatu.

Duties: Will include advice on Science curriculum development, design of science laboratories and teaching facilities; to be responsible for In-Service training programmes; to assist with the extension of the 3 year Secondary course and will also undertake some general advisory and inspection duties.

Qualifications: Applicants who should be British citizens preferably aged 35-50 should have a Science Degree with a professional teaching qualification and wide experience of curriculum development and advisory work in developing countries. Experience of examination and assessment procedures and a working knowledge of French are desirable.

Appointment: 2 years, posting



OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

Youth and Community Service

Community Liaison Worker

Whittingham Youth Centre, Walthamstow, E17

A recognised professional qualification in Youth and Community Work will be an essential requirement. Salary in accordance with Burnham (Further Education) Lecturer 1 Scale: £5,640-£9,735 plus £815 London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Senior Education Officer for Community Education, Grayland House, 394 High Road, London E10 6QE. (Telephone enquiries: 01-539 0647). Closing date for receipt of applications: 19th August 1983. Please quote Ref. G5434.



County of Cleveland

Education Department

Youth and Community Worker

£7,485-£8,415
Required at South Bank Youth and Community Centre, Upper Jackson Street, South Bank, Middlesbrough, Cleveland. Applications are invited for this post in a well established Youth and Community Centre situated in East Middlesbrough. Applicants must be qualified and experienced in the operation of Youth/Youth Community Centres. An interest in community development within an area experiencing high unemployment and comprising of a high proportion of immigrant families would be an advantage.

Deputy Warden

£6,048-£7,710
Required at Rossmore Youth and Community Centre, Rossmore Way, Hartlepool, Cleveland. Applications are invited from suitably qualified men or women for this post in a well established purpose-built Centre with generous facilities including a Social Area, Hall, several rooms and a Sports Hall. Although principally a Youth Centre, there are strong links with the community and a varied programme operates during the day-time as well as the evenings.

The post may appeal to newly-qualified men and women seeking their first full-time appointment in the service, although experienced applicants may find the post attractive and challenging. Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the county area.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 1BN, to whom completed forms should be returned by 19th August, 1983. We are an equal opportunities employer.

30 TEFL Teachers

Saudi Arabia c.£15,000 p.a.

The Reason

Since 1981 Aramco, the world's largest oil producing company, has successfully recruited 60 TEFL/ESL teachers from the U.K. Currently we employ some 700 TEFL teachers of varied nationalities to instruct some 10,500 Saudi Arab trainees. With the recent opening of two new Industrial Training Centres, fully equipped with the latest teaching aids, we need an additional 30 TEFL teachers to contribute their own skills and experience to the development of this TEFL programme.

The Candidates

Degree or Cert. Ed. in English, Linguistics or Languages plus four years TEFL teaching experience. Degree or Cert. Ed. in other disciplines plus a PCE with TEFL component or an RSA approved TEFL course plus four years TEFL teaching experience.

One of the new Industrial Training Centres in Dhahran.



The Benefits

As the principal concessionaire developing the oil reserves of Saudi Arabia on behalf of the Saudi Arab government, Aramco can offer the security and range of facilities that virtually no other companies can match. In addition to an attractive salary, benefits include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare and excellent sports and recreational facilities. Initially employment will be on a bachelor/single status basis with the company also providing one additional annual return air ticket to allow wives to visit the Kingdom for a vacation. After one year's satisfactory employment, married status will normally be available.

Members of Aramco's training organisation are scheduled to visit London in the near future to conduct interviews. We would welcome enquiries from previous applicants who meet the minimum job requirements.

Telephone now for an application form or write, including a brief c.v. (quoting ref: 8858/TE) to: John Nicholson, ARA International, 17-19 Maddox Street, London, W1R 0EY. Telephone: 01-491 8013 (24 hrs.) or 01-629 2356.



Posts overseas

Algeria

Deputy Director of Studies

The British Council, Algiers

Duties: responsibility for teacher training plus eight hours teaching duties per week including one CPD class and an Oxford Higher Examination class. Qualifications: degree preferably in English or foreign languages, PGCE/RSA TEFL/MA in Applied Linguistics (desirable), minimum 5 years TEFL experience including teacher training, experience in testing and syllabus design, reasonable spoken French.

Salary: £10,000 per annum. Benefits: free furnished accommodation, free medical treatment, airfare, baggage allowance. Contract: The appointment is to the British Council's contract staff in Algeria and is administered in London. It is renewable annually. Starting date: September 1983. References: B3 D 67 T

Algeria

Teachers of English as a Foreign Language

The British Council, Algiers

Duties: to teach general English from beginners level to post-FCE and to assist with enrolment, registration, materials preparation, testing and student assessment. Qualifications: a degree, RSA Prep. Cert. TEFL, a minimum of two years TEFL experience, reasonable spoken French. The posts are more suited to single candidates or married teaching couples. Preferred age range 25-35.

Salary: 4,200-4,600 DA per month (£1 = approx. 70 DA). Benefits: airfare, subsidised accommodation, 10 weeks leave, free medical treatment. Contract: the contract is with the British Council's contract staff in Algeria, and is renewable annually. Starting date: September 1983. References: B3 D 103-105 T

Morocco

Director, British Council Language Centre

The British Council, Rabat

Duties: working for the English Language Office, the Director will have responsibility for day-to-day management of the Centre, including: personnel management, the training programme, publicity and marketing, selection of textbooks and maintenance of statistics. The Director will also be closely involved with the ELT Resource Centre and syllabus development. There will be a teaching load of up to 8 hours per week. Qualifications: Degree, PGCE or RSA TEFL/MA Applied Linguistics (desirable), minimum 5 years TEFL experience, experience of financial and administrative procedures. Good French is essential. Arabic is useful. Single candidates or married couples whose spouse is prepared to teach. Preferred age range 25-40.

Salary: £10,000 per annum. Benefits: airfare, baggage allowance, entertainment allowance, self-insurance, rent allowance, contribution to medical scheme, 30 days leave. Contract: a 2 year contract with the British Council in London, ending 14th September. References: B3 D 120 T

Oman

Senior Teacher English Language Centre, Mutrah

Duties: to teach English as a Foreign Language and to take responsibility for in-service teacher training at the Centre.

Qualifications: single candidates, or married with a teaching spouse, should have an RSA Certificate TEFL or PGCE with 5 years experience, preferably some overseas.

Salary: RO 432-RO 532 per month (approximately £9,546-£12,860, according to rate of exchange) dependent on qualifications and experience. Benefits: Overseas allowance: RO 80 per month plus 5% superannuation allowance. Fully furnished, probably shared, accommodation and 56 days annual leave paid leave. Baggage allowance £300 at beginning and end of contract. Contracts: Two years' duration commencing September 1983. References: B3 D 90 T

Saudi Arabia

7 English Language Instructors

British Council Language Teaching Institute, Riyadh

Programme: The instructors will work, as scheduled by the Director of Studies, on English language training programmes run by the British Council for the Ministry of Education, the Ministry of Interior and other clients. Programmes run 5 days a week, mornings and evenings.

Post 1: Senior Instructors. Duties: 14 contact teaching hours per week to beginners and elementary level students; to design syllabus from a range of published and original material; to coordinate timetable and teaching programme; evaluation of materials; responsibility for testing, assessment and some administration. Qualifications: Single or married, unaccompanied candidates with a degree; RSA TEFL/MA Applied Linguistics; minimum of 5-6 years experience of EFL for vocational and technical students in developing countries. Salary: 6,020 Saudi Riyals per month.

Post 2: Instructor/Materials Writer

Duties: 14 contact teaching hours per week, preparing, evaluating re-developing materials, including ESP element for beginners on Saudi Police Cadet training programme. Qualifications: Single or married, unaccompanied candidates with a degree, plus TEFL diploma or RSA (FE) certificate in EFL with a minimum of 2 years EFL experience, preferably in developing countries; proven materials production capability. Salary: SR 6,532 per month.

Posts 3 and 4: 2 Instructors/Course Coordinators

Duties: 17 contact teaching hours per week; assistance with materials development work, course programme evaluation; pastoral care for 1 course level (40-50 students). Qualifications: Single or married, unaccompanied candidates with a degree, a PGCE or RSA TEFL certificate and a minimum of 2 years EFL experience in developing countries. Salary: SR 6,532 per month.

Posts 5, 6 and 7: 3 Classroom Instructors

Duties: 21 contact teaching hours per week; preparation; marking; assessment; reporting; help with registration of students. Qualifications: Single or married, unaccompanied candidates with a degree plus PGCE (including TEFL component) with a minimum of 2 years EFL experience overseas. Salary: SR 6,288 per month + SR 400.

Benefits: All the above posts (1-7) attract SR 400 per month (tax-free) travel allowance; 13th month bonus; free, shared, furnished accommodation; 42 days annual leave; between 5 and 14 days local leave per annum; international travel allowance equal to one economy return fare from Riyadh-London; baggage allowance; free medical care; increment on renewal of contract. Contract: 1 year contract with British Council Representative, Riyadh. Commencing date: September 1983. References: B3 A 160-166 T

United Arab Emirates

Director of Studies, Centre for English Studies The British Council, Abu Dhabi

Duties: Overall responsibility for the Direct Teaching of English Operation and specific responsibility for all contract work, engagement and dismissal of teachers, syllabus design, book ordering, publicly, supervision of external examinations, maintaining and developing ELT contacts in Abu Dhabi Emirate, dealing with publications and ELT practitioners, ELT administration, oral examining, ELT adviser to Representatives, and in consultation with the Representative, Centre Policy. These will be: involvement in in-service training (RSA Cert TEFL/Prep. Cert.) and 4 hours direct teaching per week.

Qualifications: Single, or married teaching couple, without children, with a degree, RSA Cert. TEFL, or postgraduate TEFL qualification. An MA in Applied Linguistics would be an advantage plus overseas experience, particularly in the Arab world. Salary: DHS 8,000 per month (tax free) (approximately £16,550 per sterling). Benefits: Annual furnished airfare, free furnished flat, accountable baggage allowance up to £1,000, terminal gratuity, 8 weeks leave. Contract: One or two year local contract commencing in September. References: B3 D 115 T

KELT Scheme

The Key English Language Training Scheme is part of Britain's aid programme to developing countries overseas.

Kenya

Lecturer in English Siriba Teachers' College, Maseo

Duties: To contribute to the production of a teacher training programme in the English Department, including language skills and methodology, for a two year course for non-graduate teachers of English, to assist in developing and evaluating a programme of staff development within the English Department; to contribute to the production of materials as appropriate; to teach for up to a maximum of half the normal teaching load in order to develop and assess the programme, to work with the Kenya Institute of Education panels in developing and expanding the new syllabus for the two year Diploma and with the Ministry of Education on the development of the Diploma examinations.

Special Qualifications: Candidates, preferably aged between 35 and 50, should have at least 5 years experience in teacher training at secondary level, including syllabus design and materials production. Salary: £9,716-£11,898 per annum. Overseas Allowance: Nil-£398 per annum depending on salary level and marital status. References: B3 K 5 T

Oman

Chief Inspector of English Ministry of Education, Muscat

Duties: To advise the Ministry of Education on the teaching of English Language in Government schools; to coordinate the work of the English Language Teaching Unit, which will include distance teaching by television and radio and the production of examinations and supplementary teaching materials, evaluation of materials in use or being trialled; to coordinate the training of teachers and the work of the English Language Inspectorate through the Head of the ELT Unit in ensuring the English Language programme follows the Ministry's established policies; to train an Omani counterpart.

Special Qualifications: Candidates, male only, must have 5 years relevant overseas experience which should include the Arab world; 10 years experience in TEFL with direct teaching and teacher training experience. A knowledge of both written and spoken Arabic is desirable. A driving licence is essential.

Salary: £11,061-£15,311 per annum. Overseas Allowance: £341-£5,977 depending on salary and marital status. Closing date for applications: 12 August 1983. Interviews in August 1983. References: B3 K 17 T

The following posts are also funded under Britain's programme of Aid to developing countries:

Indonesia

ELT Expert College of Police Science (CPS), Jakarta

Duties: To prepare an analysis of the ELT needs of the CPS students; to design a general English course and to produce materials to include the use of the language laboratory; to design or adapt a reading and study skills course and to produce materials to enable CPS students to use books written in English on police subjects; to teach the new materials along with English teaching colleagues; to improve course design and ELT materials at the Police Academy in Central Java.

Special Qualifications: Candidates, aged 35-50, should have at least 4 years relevant experience overseas, including materials preparation. A knowledge of SE Asia is desirable. Salary: £9,716-£11,898 per annum. Overseas Allowance: Nil-£3,748 depending upon salary level and marital status. References: B3 K 38 T

Sudan

Lecturer in TEFL Ahfad University College for Women, Omdurman

Duties: To teach 10 hours per week, concentrating on language improvement. Initially, then gradually increasing the methodology element as students progress; to develop a language improvement syllabus based upon commercial texts, to develop a methodology syllabus concentrating on the classroom skills needed to teach the Longman NILE course for Sudan, the standard textbook in government secondary schools.

Special Qualifications: At least 4 years teaching experience overseas at secondary or tertiary level is essential. Two years teacher training experience is desirable. Single, female candidates preferred. Salary: £9,716-£11,898 per annum. Overseas Allowance: Nil-£2,613 depending upon salary level and marital status. References: B3 K 38 T

General Qualifications: Essential for all above ODA funded posts: degree or equivalent; teaching qualifications including TEFL or educational qualifications plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years TEFL overseas. All candidates must be UK citizens, preferably aged 30-50, with a British educational background.

Benefits: Salary free of UK tax; variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers' contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu. Contract: Contracts will be for 2 years initially with the British Council. Closing date for applications: 26 August 1983. Interviews in September.

Technical (OSAS) Posts: Kenya

The Kenya Polytechnic, Nairobi, has a vacancy for a Lecturer in Water Engineering (B3 D 131 T)

To teach Hydraulics, Hydrology and Sanitary Chemistry to students taking Ordinary and HD courses in Civil and Water Engineering and assist in developing higher level courses. A degree in Public Health or Water Engineering or equivalent with minimum 4 years relevant industrial including at least 2 years appropriate FE teaching experience; ability to teach CE Construction. Experience in development of hydraulic models and students projects desirable. MWES an advantage.

The Mombasa Polytechnic has the following Lectureships: Accounting (B3 D 42 T)

Two vacancies to teach Financial and Cost Accounting and Auditing and one vacancy to teach Business Finance and Financial

Accounting. Assist in relevant curriculum development. A degree with postgraduate professional qualifications or acceptable Accounting Professional qualification. Minimum of 4 years postgraduate experience of which 2 must have been in FE teaching.

Plant Engineering (B3 D 36 T) To teach Plant and Works Service to HD level, assist in teaching general subjects on the HD course and assist in development of laboratories and workshops. A degree, specialising in Plant and Works Service (theory and practice), a Cert. Ed., an engineering apprenticeship and minimum 4 years industrial experience two of which must be in FE teaching.

Highway Engineering (B3 D 38 T) To teach Highway Engineering, Hydraulics, Soils, Geology, Structures and Mathematics up to HD level and assist in curriculum development in Highway Engineering. A degree with a postgraduate professional qualification in Civil Highway Engineering, minimum 4 years postgraduate industrial experience two of which must be in FE teaching.

Candidates must be citizens of the United Kingdom, aged between 28 and 50. Appointment on contract to the Government of Kenya for a period of 30 months commencing as soon as possible. Salary range: £9,012-£12,707 (married) £8,284-£11,191 (single) including a normal tax free supplement paid by the British Government under its aid programme.

Lesotho

The Technician Training School of the Lerotholi Polytechnic, Maseru, has the following Lectureships: Civil Engineering (B3 D 130 T)

To teach a range of subjects to technician level including Construction Technology, Theory of Structures, Hydraulics, Water Supply, Highway Engineering and Surveying. A degree in Civil Engineering and/or Corporate Membership of the Institution of Civil Engineers or equivalent. Relevant industrial and further education teaching experience essential.

Candidates must be between the ages of 35-55 and be citizens of the United Kingdom. Appointment is on contract to the Government of Lesotho for a period of 24 months commencing as soon as possible. Salary range: £11,249-£13,016 (married) £9,817-£11,383 (single) including a normal tax free supplement paid by the British Government under its aid programme. All above posts carry 25% terminal gratuity on basic salary; free air passages; housing; holiday visit passages and education allowance for children; an appointments grant and interest free advance of £2,700 are payable in certain circumstances.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 99-101 Tottenham Court Road, London W1P 0DT.

OVERSEAS

continued

CAIRO

Primary Teachers required for Cairo, Egypt. For details, contact: 1181 803401 for 450000

CYPRUS

TEACH IN CYPRUS AND

Many hundreds of teachers for all subjects and grades will be required from primary to tertiary levels for 1984 and the next academic year. Good pay, no tax, very good conditions. For details of how to contact employers, please send one pound. Should you find this offer unacceptable please return your money and your money back to the sender. P.O. Box 3711, Nicosia, Cyprus. (03743) 460000

EGYPT

FATIMA SCHOOLS

This primary school (4 to 10 years) is seeking qualified teachers of English as a foreign language. Please contact Mr. Fouad Habib, London House for Overseas, 24, Old Kent Road, London SE5 8TF. Tel: 01-499 460000

GREECE

EFL Schools on Gk Islands. For details, contact: 1181 803401 for 450000

GREECE

Teacher required for Patras, Greece. Certificate essential. Overseas experience preferred. Send cv, with photo, to: 1181 803401 for 450000

GREECE

Wanted from OCTOBER to MAY 1984, single English teacher to work in English language school. Full time, permanent, no salary. Apply as soon as possible to: 1181 803401 for 450000

GREECE

Wanted from OCTOBER to MAY 1984, single English teacher to work in English language school. Full time, permanent, no salary. Apply as soon as possible to: 1181 803401 for 450000

ITALY

Authorized school of English, Italian, Spanish, French, German, Russian, Japanese, Chinese, Korean, Hindi, Urdu, Persian, Arabic, Hebrew, Yiddish, etc. For details, contact: 1181 803401 for 450000

CYPRUS

Many hundreds of teachers for all subjects and grades will be required from primary to tertiary levels for 1984 and the next academic year. Good pay, no tax, very good conditions. For details of how to contact employers, please send one pound. Should you find this offer unacceptable please return your money and your money back to the sender. P.O. Box 3711, Nicosia, Cyprus. (03743) 460000

ITALY

TEFL + REA (A or B) with experience up to Cambridge level. For details, contact: 1181 803401 for 450000

ITALY

For two children. Duties include teaching, marking, and supervising. For details, contact: 1181 803401 for 450000

ITALY

Qualified teacher (RSA Diploma) required for private Italian language school. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately Teacher of French. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately teacher of French. For details, contact: 1181 803401 for 450000

LIBYA

NEW TRIPOLI COLLEGE. For details, contact: 1181 803401 for 450000

LIBYA

Primary School Science and Physics teachers required. For details, contact: 1181 803401 for 450000

PRINCIPAL EDUCATION OFFICER

(Examinations)

SOLOMON ISLANDS

The Government of the Solomon Islands require a Principal Education Officer.

Duties will include liaison with Secondary Curriculum panels and overseas consultants in the preparation of examination papers; responsibility for proof reading, printing, distribution and security aspects of examinations; administration and supervision of overseas examinations in 3.1. part-time teaching of assessment techniques; representation on (Solomon Islands School Certificate) Examination Board and form (I) Examination Committee. (Full list of duties on application).

Qualifications: Candidates should have a University Degree and teaching experience in preparing candidates for national examinations at Secondary level. Chairmanship of a curriculum panel and experience in the statistical processing of examination marks are desirable.



OVERSEAS DEVELOPMENT

Appointment: 2 years. Salary in range £12,620-£18,244 per annum including an allowance, normally tax-free in range £3,362-£10,938 per annum. Terminal gratuity of 25% of basic salary is payable. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be British citizens.

For full details and an application form, please apply clearly quoting ref AH 372/IF, stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 381,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 5EA.

BRITAIN HELPING NATIONS
TO HELP THEMSELVES

MIDDLE EAST

TEACHER TRAINER
English Language Teaching for Arab World. For details, contact: 1181 803401 for 450000

MIDDLE EAST

Teacher required for well established prep school in Beirut. For details, contact: 1181 803401 for 450000

NEPAL

THE BRITISH PRIMARY
International school in Kathmandu. For details, contact: 1181 803401 for 450000

NEPAL

For two children. Duties include teaching, marking, and supervising. For details, contact: 1181 803401 for 450000

ITALY

Qualified teacher (RSA Diploma) required for private Italian language school. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately Teacher of French. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately teacher of French. For details, contact: 1181 803401 for 450000

LIBYA

NEW TRIPOLI COLLEGE. For details, contact: 1181 803401 for 450000

LIBYA

Primary School Science and Physics teachers required. For details, contact: 1181 803401 for 450000

EFL Posts in Spain Italy Greece and Cyprus. For details, contact: 1181 803401 for 450000

TEACHER TRAINER
English Language Teaching for Arab World. For details, contact: 1181 803401 for 450000

Teacher required for well established prep school in Beirut. For details, contact: 1181 803401 for 450000

Administration Local Education Authority

BRADFORD

Metropolitan Council
Education Department. For details, contact: 1181 803401 for 450000

BRADFORD

For two children. Duties include teaching, marking, and supervising. For details, contact: 1181 803401 for 450000

ITALY

Qualified teacher (RSA Diploma) required for private Italian language school. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately Teacher of French. For details, contact: 1181 803401 for 450000

KUWAIT

Required immediately teacher of French. For details, contact: 1181 803401 for 450000

LIBYA

NEW TRIPOLI COLLEGE. For details, contact: 1181 803401 for 450000

LIBYA

Primary School Science and Physics teachers required. For details, contact: 1181 803401 for 450000

Education

Adviser/Inspector for Computer Education

Salary Burnham Group 8/8 (currently £13,953-£16,165 and £15,027-£16,281 respectively)

Required from 1st January 1984. Applications are invited from suitably qualified and experienced candidates for the new post in the County Inspection and Advisory Service to enable the developments which have already taken place in Computer Education in Bedfordshire to be consolidated and extended. An ability also to cover Business Studies and/or Economics will be an advantage.

The appointment in the first instance will be to the post of Adviser (Group 8), but subject to satisfactory progress the successful candidate may expect to advance to the post of Inspector (Group 9) after about two years.

Essential car user allowance. Car loan scheme. Approved removal expenses paid.

Application form and further details are available from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford MK42 9AP or telephone Bedford 63222, Ext. 345.

Closing date Friday, 18th September 1983.

The Council is an equal opportunity employer.

Bedfordshire

Education Department

ASSISTANT EDUCATION OFFICER

(Personnel and Administration)

Post E102 £13,395 - £15,033 per annum

The advertisement for the above post first appeared on 22nd July 1983, with the following text:

*Applications are invited for the above key post in the Support Services Division of the Education Department. The postholder will act as the departmental personnel specialist across the whole spectrum of personnel work including industrial relations matters, particularly with the formulation and implementation of personnel policies affecting non-teaching staff in 450 educational establishments throughout Suffolk. In addition, the postholder will be responsible for a number of administrative matters including the co-ordination and drawing up of reports to the General Purposes Sub-Committee.

Applicants must have had at least 5 years experience of local authority personnel work at a senior level and hold a relevant first qualification.

It should be noted that applicants with less than 5 years experience of local authority personnel work will be considered providing they can demonstrate relevant experience together with a length of service in the administration of a local education authority. The closing date has been extended until 19th August 1983. Applicants who have applied in respect of the original advertisement will be considered simultaneously with any further applicants.

Application forms and further details are available from the County Education Officer, Education Department, County Hall, Grimwade Street, Ipswich. Please enclose an SAE.

Suffolk County Council

SENIOR CAREERS OFFICER

(TEMPORARY)

£8,751

(Re-advertisement)

We require a qualified and experienced Careers Officer to lead a small team concerned with vocational guidance for the more academic pupils and oversight of Careers Information Services. Bexley's Careers Service has been centralised in a modern and attractive Careers Centre in Bexleyheath and many of its information services are computerised. This temporary vacancy is caused by the absence of the postholder on maternity leave until March, 1984.

For an informal discussion please telephone Miss J. Marmont MBE, Principal Careers Officer on 01-303 7777, Ext. 2333. Application form and further details from the Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN, (01-303 7777, Ext. 542). Closing date: 15.8.83.

Bexley London Borough

EDUCATION IN GREENWICH

Although ILEA is responsible for the provision of education in Greenwich, the Council is keen to ensure its active involvement in the service. Our Community Affairs Committee has set up an Educational Sub-Committee to:

- support the Borough's representatives on the ILEA;
- campaign vigorously to maintain and develop services for the people of the Borough;
- develop and expand the links with ILEA;
- co-ordinate activities in matters concerning education in Greenwich.

To help in these tasks, we wish to appoint an

Education Officer

Salary: £10,542-£11,649

The postholder will need to be aware of the plans and objectives of both the Borough and of ILEA and to advise on implications. She/he will be expected to provide an advisory service to Members and Council Departments and to issue a regular bulletin on developments in the education service. In order to stimulate awareness and promote co-operation.

Application form and further details from Personnel Management Services Officer, Peggy Middleton House, 50 Woolwich New Road, Woolwich, SE18 8HQ. Tel: 01-854 8888, Ext. 2121.

Closing date: 19th August 1983.

We welcome applications from ethnic minorities, women and the disabled.

GREENWICH

ROYAL SOCIETY OF ARTS EXAMINATION BOARD

Deputy Manager

Special Schemes Department

Applications are invited for this post from those with supervisory experience (preferably in examinations administration), and with the ability to communicate effectively with centres operating the Board's examinations. The Special Schemes Department includes Teachers' Diplomas, Road Transport examinations, grouped courses, English as a Foreign Language and entries from overseas. The Deputy Manager will be responsible for certain of these activities, as well as deputising for the Manager of the Department.

Salary will be within the range of £6,990-£9,420 according to qualifications and experience.

Further details and application forms (which should be returned by 19th August) are available from the Personnel Department, RSA Examinations Board, Murray Road, Orpington, Kent BR5 3RB. Tel: Orpington 32421.

Redbridge Semerc

Are you interested in:

- Children with handicaps and learning difficulties?
- Microcomputers?
- Helping to build up a resource centre?

The Redbridge SEMERC is looking for:

DIRECTOR

(Headteacher Group 5)

CO-ORDINATOR PROGRAMMING/TECHNICAL

(Burnham Scale 3)

The Redbridge Special Education Microelectronics Resource Centre is one of four Centres for Special Education established by the Microelectronics Education Programme through the Council for Educational Technology. It serves the South East of England.

The aim of the SEMERC is to promote the effective use of microelectronics for children with special needs.

The Director will be responsible for promoting the effective use of microcomputers with children with learning needs in the region and particularly for curriculum development projects. He/she will be an educational entrepreneur (probably with a special education background) who has experience with microcomputers in the classroom.

The Co-ordinator - Programming/Technical will have wide microcomputer experience and be able to cope with a range of peripheral and programming problems. Some experience of special education would be an advantage. He/she will also need to be able to handle information queries from teachers and educationalists.

Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

Further information and application forms are available from the Director of Educational Services, London Borough of Redbridge, Education Department, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN.

Imperial War Museum Teacher

...to work under the direction of the Schools Officer in the Department of Museum Services which is responsible for education services, publicity publications, printing and exhibitions. Duties will be chiefly concerned with education services - giving talks, dealing with teachers and with pupils doing projects - but occasionally participating in other aspects of the Department's work, and helping with routine office work.

Candidates must have a degree which includes a

ADMIN L.E.A.

continued

HUMBERSIDE

HUMBERSIDE HEALTH

Information and Research Section. Graduate required to develop information systems for Health Department. Must have experience with statistical and research methods and be able to interpret and present material to a wide range of professional groups. Knowledge of the Health Service and previous experience in a similar post is an advantage. Previous information and research experience preferred. Salary: £13,395-£15,033 per annum. Applications should be sent to: Mr. J. P. G. Gardiner, District Medical Officer, Humberside Health Authority, 100 Victoria Road, Lincoln. Tel: 0533 52371. (11/83) 48000

LINCOLNSHIRE

TRAINEE CAREERS

OFFICER

Lincoln

TRAINEE £25,976 - £26,158

Applications are invited for a trainee careers officer. Initially will be based at the Lincolnshire Education Centre, 34 Orchard Street, Lincoln. Successful candidates will be offered a 3-year training programme. Hold a university or CNAA diploma or certificate in education or a professional qualification. It is essential that the person appointed will commence duty on 1 October 1983.

The appointment will be subject to acceptance on a one year full time course at the Lincolnshire Education Centre, 34 Orchard Street, Lincoln. Commencing in January 1984. The program includes a 3-year training course on salary and on satisfactory completion of the course, will be integrated into the Lincolnshire Careers Service.

The compensating salary for a suitably qualified person will be £24,659.

Applicants must hold a full current driving licence.

Application forms and further details are available from the County Personnel Department, County Offices, Lincoln (Tel: Lincoln 0533 52371). Please quote PC1191.

CLOSING DATE: 16 AUGUST 1983. (11/83) 48000

MERTON

MERTON BOROUGH OF

EDUCATION COMMITTEE

Applications are invited from teachers with substantial direct experience of work in a school to the post of Headmaster at the school. The successful candidate will be responsible for the school's educational performance and for the staff.

This is a new appointment for September 1983. For an appointment to this post, the candidate must have a minimum of 10 years' experience in a similar post.

An appropriate car user allowance will be payable.

London Allowance: £97.

Leads, expenses and assistance towards removals and expenses towards approved courses, foreign and further particulars of the post are available from the Director of Education, Station House, London Road, Merton, Surrey, Tel: 01-874 6111.

CLOSING DATE: 19th August 1983. (11/83) 48000

STOCKPORT

CAREERS OFFICER

(Part time 15.5 hours)

Salary: £10,542-£11,649

Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

Further information and application forms are available from the Director of Educational Services, London Borough of Redbridge, Education Department, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN.

Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

Further information and application forms are available from the Director of Educational Services, London Borough of Redbridge, Education Department, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN.

Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

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Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

Further information and application forms are available from the Director of Educational Services, London Borough of Redbridge, Education Department, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN.

Successful applicants will be appointed on a contract terminating in March 1985. In appropriate cases, it may be possible to appoint on a secondment basis.

Further information and application forms are available from the Director of

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT AREA EDUCATIONAL PSYCHOLOGISTS (Part-time)

Applications are invited for the post of half-time (18½ hrs per week) Area Educational Psychologist to work in North Oxfordshire. The person appointed will work in ordinary schools, the Child Guidance Service and with special school. Salary: Southbury scale (£10,851-£14,253 pro rata). Appropriate car allowance payable. Application forms and further particulars may be obtained in writing from the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford OX1 1NA, to whom completed forms should be returned by 19th August, 1983.

Miscellaneous

HARINGEY

LONDON BOROUGH OF HARINGEY

Programme with Humanity

HARINGEY TRAINING

Painting and Decorating

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

Workshop Supervisor

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